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ABSTRACT

The possibility of an armed intruder, serious bomb threat, or suicide cluster may seem remote, but even without a major crisis, schools are subjected to a number of other potentially disruptive events. Each year three million crimes are committed on school grounds, and on any given day an estimated 100,000 students carry a gun to school. Being prepared for crises can enhance the school's effectiveness in responding to smaller incidents. General preventative school security measures recommended by the National School Safety Center include: (1) limiting grounds access during the school day; (2) developing a comprehensive crisis management plan; and (3) establishing a communications network that links classrooms, the schoolyard supervisors, and the central office with local law enforcement and fire departments. In the aftermath of a crisis, a counseling center should be set up to help students through the grief process and to handle symptoms of posttraumatic stress. To prevent suicide clusters (a group of suicides that occur close together in time or space within a community) school officials must coordinate community agencies and learn the most psychologically effective ways to handle a student's death. This document contains several school-related crime newspaper articles. (13 references) (KM)

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SCHOOL CRISIS PREVENTION AND RESPONSE

NSSC RESOURCE PAPER

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SCHOOL CRISIS PREVENTION AND RESPONSE

If schools ever were "islands of safety" within otherwise violent neighborhoods, they certainly are no longer. Every type of community across the country--urban, suburban or rural--has experienced "street crime" on school grounds.

This violent crime wave has created an increased awareness of the need for safer schools. There is no longer room for debating whether our campuses should be safer: The issue concerning parents, educators and students is in what way and how quickly campuses can be made more secure.

Even citizens fortunate enough not to experience school-related crime and violence firsthand are deluged with news stories recounting these atrocities.

A recent, horrifying example: On January 17, 1989, a man carrying an AK-47 semiautomatic assault rifle walked onto an elementary school playground in Stockton, California, and opened fire. Less than five minutes later, five children and the gunman were dead; 29 other students and a teacher were wounded, 15 seriously.

The Stockton shooting claimed more lives than any other schoolyard attack in history. However, other incidents of deadly violence are occurring around the country. Although such violence isn't new, its severity is. Other recent examples include:

* January 5, 1989: A 16-year-old student was fatally shot in the yard of Henderson Junior High School in Little Rock, Arkansas.

* December 16, 1988: A 16-year-old student killed one teacher and wounded another at Atlantic Shores Christian School in Virginia Beach, Virginia.

* September 26, 1988: A 19-year-old opened fire in a crowded cafeteria at Oakland Elementary School in Greenwood, South Carolina, killing two 8-year-old girls and wounding nine other people.

* May 21, 1988: A woman walked into a classroom at the Hubbard Woods Elementary School in Winnetka, Illinois, killed an 8-year-old boy and wounded six others.

* May 16, 1986: A man and woman held a group of students and teachers hostage in a Cokeville, Wyoming, elementary school. Their bomb exploded accidentally, killing the woman and burning some of the hostages. The man committed suicide, but not before shooting one teacher in the back.

Many of the school administrators who had to deal with these incidents met in New York City on September 25-26, 1989, for the "School Crisis Prevention Practicum," an unprecedented meeting sponsored by the National School Safety Center, an organization funded by the U.S. Department of Justice. Their comments and recommendations about school security, learned by living through tragic incidents at their schools, have been included in this paper.

Although these principals experienced some of the more dramatic incidents to take place on school campuses, the danger of lesser violence is even more pervasive. Three million crimes are committed on school grounds each year, with 183,590 people injured in 1987, according to the National Crime Survey. On any given day, it is estimated--based on results of the 1987 National Adolescent Student Health Survey--that more than 100,000 students carry guns to school. These numbers--and the recent headline-grabbing attacks--have renewed the debate over how much security and what type of security is needed, as well as whether it's possible to completely protect students from disturbed adults or classmates with guns.

SCHOOL SECURITY ISSUES

Using metal detectors in schools has become one of the most controversial ways to increase campus security. A pilot program was tested in five New York City schools last year in which a special security task force visits the campuses on a rotating schedule and confiscates weapons found with hand-held detectors. the program, which has expanded to 10 other high schools this year, seems to be working. No guns have turned up in the schools, although approximately 200 weapons have been recovered nearby, apparently dropped by students when they saw the metal detectors.

Some parents protest that students should not automatically be treated as "convicts." However, a New York City council member defended the metal detector program by saying, "The public need has long since overcome the objections of civil libertarians. People in the school have to be able to go into an arena of safety."

Although other schools across the country have also installed metal detectors, some officials say the devices are expensive, unnecessary and logistically impractical, especially since a great deal of trouble happens just outside the school grounds. Others question the effectiveness of metal detectors. Alex Rascon, director of security for the San Diego Unified School District, points out, "The school is a second home for kids, so they know it better than the administrators. If you have tons of windows in your schools, they can get weapons in one way or the other. They can hide things and you'll never know."

Cost is another factor to consider, not only in terms of the hardware but also in terms of the employees who will operate the metal detectors. "The cost of metal detectors is mind-boggling, and the question is still whether we would detect that much," said District of Columbia school board president Linda W. Cropp.

In fact, money often is raised as a key concern when any new security measure is discussed. For example, California has approximately 7,500 schools and 4.5 million students, with 120,000 to 150,000 new students entering the system each year. Eleven new classrooms must be built each day just to keep up with this boom. State-level school administrators say that even a best-case scenario for the passage of new school bonds doesn't project enough money being raised to maintain the current level of service. "The security aspect is basically adding a new burden to an already overburdened system," says William L. Rukeyser, a special assistant to California's Superintendent of Public Instruction.

Many school districts focus on making their schools' physical plants more secure by locking all but the front entrance, installing better alarm systems, adding two-way intercoms in all classrooms, closing off little-used stairwells, giving playground and school bus monitors walkie-talkies, and getting rid of separate faculty bathrooms.

Other school districts have decided to build protective structures around their campuses, although some experts point out that the amount of protection offered by construction is limited. "You would have to build a 10-foot brick wall around all the elementary schools in the United States and they'd have to have barbed wire to prevent people from going up and over the brick wall. You'd have to have roving guards and armed police at all times," says Thomas A. Shannon, executive director of the National School Boards Association.

However, the idea of a walled school has already become a reality at Lindbergh Junior High School in Long Beach, California, where the school district has decided to build a 10-foot-high, 900-foot-long concrete wall between the school and an adjacent housing project to protect students from flying bullets. "To me, it's sad, but we have to do it," said Board of Education member Jerry Schultz. "Imagine the trauma to kids of having to evacuate the P.E. field because of bullets. The P.E. teachers said that happens all the time, and they have to have their classes on the other side of the field."

Although no one has been hurt during school hours, the sound of gunshots is heard every six to eight weeks, according to Lindbergh school officials. Two years ago, a student playing basketball after school was hit in the chest by a stray bullet and nearly died.

Many parents and teachers are relieved when schools increase security, no matter how it is done. However, others believe that schools are being turned into armed camps, drastically affecting the learning atmosphere. One architect, who designed a high-security school for a Los Angeles neighborhood that was home to 13 street gangs, said, "If you start making a prison environment with 8 to 10-foot-high fences, it certainly changes the character of the school and the quality of the experience that students have while at the school."

Several of his colleagues who worked on an Oakland school's design even considered building watchtowers, but the architect said, "I think the open campus is the preferred model. To create a compound may be necessary, but it's unfortunate. It's not what this country is about."

Administrators also worry that increasing security will make parents feel excluded from the school and that they will then become less involved in their children's education. "We've gone to inordinate lengths to create the image that these are your schools, come on in," said one Chicago superintendent. But now, he says, all entrances except the front door are locked, visitors are treated more suspiciously, and every visitor is asked to sign in and out and wear badges while at the school.

School officials also worry that increased security compounds the fears of children who are already being warned, in and out of school, to be wary of strangers who may kidnap or kill them. "You're communicating to elementary school children that there are really evil, really bad people living in their community and you have to protect them all the time," says Bob Rubel of the National Alliance for Safe Schools. "That's a dangerous signal to give to little kids."

Unfortunately, the world is becoming more dangerous and that reality is affecting the nation's schools. In fact, schools may be an even more likely target for disturbed people than other businesses. A disturbed adult may attack a school because he or she has negative memories of school experiences, realizes the children are vulnerable targets, or wants national publicity and knows hurting children will ensure that.

The Legal Aspects of Crime Prevention

Because of the increasing demand for public safety, many states are beginning to take another look at their laws, particularly as they relate to individual rights of privacy. For many school districts, implementing safety plans also addresses concerns about liability. California was the first--and so far the only--state to provide a constitutional right to safe schools. While other states have not yet followed California's example, schools across the country must be more attentive to campus safety because of the impact made by the decade-old victims' right movement. That movement involved crime victims who began

using the civil courts to vindicate their rights. As courts and juries began to be more sympathetic to their cause, a legal trend developed to hold third-party defendants, including schools, liable for injuries sustained by victims of crime and violence.

According to the authors of School Crime and Violence: Victims' Rights, courts have held that although a school may not be expected to be a guarantor or insurer of the safety of its students, schools are expected to provide, in addition to an intellectual climate, a physical environment harmonious with the purposes of an educational institution. This expectation is particularly appropriate on a school campus where educators are charged with the care, custody and control of students' behavior.

The developing right to safe schools includes the right of students and staff:

* To be protected against foreseeable criminal activity.

* To be protected against student crime or violence which can be prevented by adequate supervision.

* To be protected against identifiable dangerous students.

* To be protected from dangerous individual negligently admitted to school.

* To be protected from dangerous individuals negligently placed in school.

* To be protected from school administrators, teachers and staff negligently selected, retained or trained.

Several recent court cases stemming from school security issues illustrate the legal problems that can arise from a crisis, or from efforts to prevent one.

In one case, Hosemann v. Oakland Unified School District, Stephen Hosemann argued that he was physically assaulted on his junior high school campus by a former classmate and that school officials, although aware of the threat, failed to protect him. In May 1986, the superior court held the school district and administrators liable for Stephen Hosemann's injuries and ordered the district to develop a security plan for its campuses. The ruling was reversed in May 1989, by an appellate court which, while denying the plaintiff's claims against the school district, did reinforce the need for legislative action to make schools safer.

In August 1988, a federal appellate court ruled in favor of a student who had been molested by her high school band director. In the case of Stoneking v. Bradford Area School District, the court held that the school district violated the student's right to "liberty" under the 14th Amendment because its officials were

aware that another student had charged the band director with sexual misconduct but failed to take action.

The case of New Jersey v. T.L.O. concerned the legality of student searches conducted by public school officials. It is relevant to crisis prevention since many incidents are perpetrated by students who have carried weapons to school. A New Jersey high school teacher discovered a 14-year-old student, T.L.O., and a friend smoking cigarettes in a school restroom in violation of the school's rules. The girls were taken to the principal's office, where T.L.O. not only denied smoking in the restroom, but said she didn't smoke at all.

Doubting T.L.O.'s truthfulness, the vice principal asked to see her purse. He found a pack of cigarettes and cigarette rolling papers in the purse; searching further, he found marijuana, a pipe, plastic bags, $40 in one-dollar bills, an index card containing the phrase "people who owe me money," and two letters implicating T.L.O. in marijuana dealing.

The state subsequently brought delinquency charges against T.L.O. in juvenile court. The court found that, although the Fourth Amendment does apply to searches by school officials, the search in question was reasonable. The appellate court affirmed the trial court's finding, but the New Jersey Supreme Court reversed the ruling.

The case then went to the U.S. Supreme Court, which ruled that, although the Fourth Amendment applied to searches of students by school administrators, the evidence against T.L.O. had been obtained legally.

The U.S. Supreme Court concluded that school officials do not have to conform to the same stringent standard required of law enforcement personnel; that is, they do not need to obtain a warrant or reach the standard of probable cause before searching a student. Instead, the court struck a middle position, ruling that school officials must have "reasonable grounds" to suspect a search will turn up evidence that the student has violated the law or the school's rules.

Given these rulings and similar suits that have been filed against other school districts, administrators should closely examine their security systems. They may protect their schools from being found liable in a court case if they can demonstrate that they exercised due diligence in preventing crime and violence on their campuses.

PREVENTION STRATEGIES

Although there is no guarantee that a school will ever be completely safe from crime, NSSC recommends these general

preventative security measures to lessen the chances of violence occurring on campus:

* School districts should coordinate a local school security committee or task force comprised a school officials, law enforcers, other youth-service providers, parents and students. The committee should plan what safety measures are needed and how they can be implemented, as well as regularly review school safety and security measures.

* School site administrators must acquire "crime-resistance savvy" and take greater responsibility in working with the school board and district to implement site security programs.

* Schools must develop a comprehensive crisis management plan that incorporates resources available through other community agencies.

* A school communications network should be established that links classrooms and schoolyard supervisors with the front office or security staff as well as with local law enforcement and fire departments.

* School staff should be informed and regularly updated on safety plans through in-service training. The training should include not only the certified staff but also classified staff, including part-time employees and substitute teachers.

* Parents and community volunteers should be used to help patrol surrounding neighborhoods and supervise the campus before, during and after school.

* Access points to school grounds should be limited and monitored during the school day. A single visitor entrance should be supervised by a receptionist or security officer. Visitors must sign in at the reception area and wear an identification pass. Delivery entrances used by vendors also should be checked regularly.

* Students should be taught to take responsibility for their own safety by reporting suspicious individuals or unusual activity on school grounds and by learning personal safety and conflict-resolution techniques.

* Schools should establish a curriculum committee to focus on teaching students non-violence, pro-social skills, conflict resolution, law-related education, and good decision making. A school security committee also should be created to focus on what safety measures need to be implemented and how that can be accomplished.

School administrators are faced with the challenge of addressing legitimate fears without going to extremes that will damage their campuses' academic atmosphere. Some of their specific responses include:

* Last spring, the chancellor of the New York City schools announced that high school students who attacked school employees or carried dangerous weapons would be expelled for the rest of the school year.

* At Fairfax Elementary School in Mentor, Ohio, teachers prepare students to duck under their desks when they shout "earthquake drill!" The phrase is a euphemism for the horrific possibility of an armed intruder; the code is used to keep from alarming children unnecessarily. In Oakland and Los Angeles, teachers even conduct bullet drills, training students how to take cover should gunfire erupt.

* Several schools get parents involved in security. In Winnetka, Illinois, where a mentally ill woman entered unchallenged through an elementary school's rear entrance to kill one boy and wound five others, mothers now take turns sitting in the reception area and screening all visitors. In Cornwall, New York, parents are paid to patrol the high school halls. At Bassett High School in La Puente, California, parent patrols have been used since 1981 and crime has fallen by half.

* School administrators at La Puente's Bassett High also removed student lockers to eliminate hiding places for guns or drugs. Other schools have banned baggy clothing and book bags that can conceal weapons.

* In addition to requiring that visitors wear badges, some schools also issue every student an identification card which is checked by security guards.

* The San Diego Unified School District is gradually replacing chain link fence with ornamental wrought iron. Security Chief Rascon explains, "Ornamental iron fencing beautifies the campus. Since it doesn't give you the prison look, you can make the fence higher and people don't care. We've gone from 10 feet to 15 feet. You can't cut holes in ornamental iron--you'd have to bring a torch!--and you can't climb those fences as easily as chain link fences."

* Rascon instituted another unusual security measure in 1974: he turned out the schools' lights at night. "We had total darkness in schools after hours and saved the district $2 million," he says. "It was a radical move because we had been brainwashed by electric companies for years that the more lights, the less crime. We have proven that's wrong. To the contrary, I think lights help a burglar to see so he knows where the equipment is. We've told the community, if

you see a light come on, call the police. And it clicks, it really does. A dark and silent school is effective against crimes of property."

* Police officers in Greenwood, South Carolina, where a gunman went on a killing rampage last fall, now "adopt" schools. Officers regularly visit campuses, eating lunch with students and walking the grounds.

* In Detroit, police officers are stationed at high schools and a 24-hour hotline is available for tipsters with warnings about school violence. Other urban school districts have found that a school police force serves as a useful deterrent as well. "The streetwise kids know who the police are and, if there are more police at the school sites, your very presence makes a difference," says Joe Elmore, a police officer with the San Diego Unified School District. "They will not do things they would normally do if you weren't around. The uniform and the police car have a clear psychological effect."

* Work with the juvenile court judge to develop court orders that allow the school, law enforcement agencies and courts to release information to each other regarding any minor who is, or is believed to be, a gang member.

Even before the shooting at Cleveland Elementary School in Stockton, California, school officials held frequent emergency drills, a factor that helped when a real crisis occurred, says principal Patricia Busher. "All children must be taught that if they're on the playground or in the classroom and something makes them feel uncomfortable or unsafe, they need to look for the first adult and follow their directions," she says. "I'm quite convinced that saves children's lives. When the shooting occurred on our campus, there was no hysterical behavior on the part of the children. They were very, very frightened and traumatized, but they did follow the adults' directions. You must really run a tight ship and treat your drill seriously."

Busher is currently working with nearby residents to establish a neighborhood watch around the school; under this plan, people who are often at home agree to notify police if they see suspicious strangers near the school. She also suggests that every school conduct a security analysis of its campus.

The Little Rock, Arkansas, school district established a task force on safety and security shortly after one student was shot and killed on campus and another student, in an unrelated incident, was shot and wounded on a school bus. Among their recommendations:

* Maintain clean buildings and grounds, pruning overgrown shrubs and trees to eliminate possible hiding places. Keep windows in classroom doors free of posters. Install convex

mirrors in blind halls so that administrators and teachers can see around corners.

* Establish a crime prevention club, similar to neighborhood watch. Offer monetary rewards of $20 to $25 to students who give an accurate tip on weapons in schools (while maintaining the student's confidentiality).

* Establish a neighborhood child protection strategy with community members who volunteer their homes as safe houses where children can go if they are threatened on the street or at a bus stop.

* Work with the prosecuting attorney to develop a timely method of issuing warrants for juvenile offenders' arrests.

Other prevention strategies have been outlined in the School Safety Check Book, published by the National School Safety Center.

Preventing Crime through Environmental Design

If a school district is planning to build a new school, architectural design can take security issues into account, points our Dr. Robert Watson, superintendent of the Greenwood, South Carolina, school district where two children were killed and nine other people wounded by a teenage gunman.

"Thirty years ago, the concept of school safety was to lock the doors and windows," he says. "Visual access by the school supervisors is terribly important to maintaining control. Schools need to be designed so that the supervisors have maximum visual access and can see down several hallways from one point. I think a school shaped like a wheel, with the supervisor's office in the hub and halls radiating out like spokes, is the best design. Also, windows need to be designed so that people can use them for evacuation."

Timothy D. Crowe, author of Crime Prevention Through Environmental Design, points out that the traditional design concepts used to deter crime--access control and surveillance strategies--emphasized mechanical crime prevention techniques, such as guards, locks, police patrols and lighting, and overlooked use of the physical environment itself. Recently, a shift has been made to prevent crime by using natural opportunities presented by the environment.

Physical space can be evaluated by using the "Three-Ds" as a guide: designation, definition and design. Specifically, he would ask the following questions: Does the space clearly belong to someone or some group? Is the intended use clearly defined? Does the physical design match the intended use? Does the design provide the means for normal users to naturally control the activities, to control access and to provide surveillance?

Crowe writes, "Natural access control and surveillance will promote more responsiveness by users in protecting their territory (e.g., more security awareness, reporting, reacting) and promote greater perception of risk by offenders."

RESPONDING TO A CRISIS

Despite these and similar precautions, however, the unthinkable--a bomb threat that turns out to be real, an adult intruder with a gun--does happen. Handling such emergencies effectively requires planning and training. The most important step is to develop a written crisis plan and to familiarize school staff with it. Many of the following suggestions have now been implemented by school districts that have faced a crisis in the past.

Assigning Clear Roles

In developing a crisis plan, the first step is to assign specific roles to individual staff members that they will take on if an emergency occurs. Personnel should be designated:

* To go to the hospital or emergency medical site where injured students have been taken.

* To oversee telephones and computer datalines.

* To inform administrators in other schools about the emergency and how it is being dealt with.

* To work with the media.

* To oversee transportation needs.

* To assist in identifying students and adults who may be injured or killed.

* To review student and personnel records and notify parents and spouses.

Administrators should describe in writing what needs to be done and who is responsible for each task.

Also, keep on hand both a list of who has keys to which buildings and a floor plan that shows room numbers and the locations of windows, doors, storerooms, restrooms and offices.

Communications

Communications is one of the most critical problems administrators face in an emergency. In a tense situation, rumors multiply quickly and have the potential to panic students and the public. Typically, school officials will have to communicate accurate information to students, parents, staff, law

enforcement personnel, emergency medical services, the media and hospitals. The following equipment could prove vital, depending on the nature of the crisis:

* A modern intercom system so that the principal can communicate with all classrooms from most school locations. Beverly Cook, principal of Atlantic Shores Christian School in Virginia Beach, Virginia, had to deal with a student who brought a gun to school, shot a teacher and threatened a classroom of other students. "When a library aide came into the office and said that someone was shooting into a classroom, the secretary called 911 and I went from room to room, telling the children in each class to lie down," she recalls. "Right now we're in the process of a building program, and an intercom or some kind of communication system will be a must because of the panic I felt at first of how to let everyone know."

  Cleveland Elementary's Patricia Busher concurs: "In our case, all the adults exercised very good judgement. Nobody panicked or tried to evacuate, but there were classrooms with no intercoms hooked up and no way to communicate with them immediately. Had those teachers acted differently, the situation could have been far worse."

* At least one private unlisted telephone line designated for official use during an emergency. In addition, at least two lines with published numbers available for public use.

* A fax machine, a computer with a modem, and RJ11 telephone jacks so that alternate communication systems are available.

* A portable telephone to use in case phone lines are disabled.

* A working bullhorn that can be used to communicate to large groups of people.

* A computer-based bulletin board system (BBS) that schools can access through telephone modems.

* An emergency communication kit that includes a local telephone directory, a list of emergency telephone numbers, a fax machine, and computer telephone numbers.

* Telephone recording equipment that can be used to tape a phoned bomb threat.

* Two-way radios to communicate with school personnel. Note, however, that such radios should <u>not</u> be used after receiving a bomb threat, since they can detonate electric blasting caps.

Bomb threats create special communication problems. Again, being prepared is key to handling a bomb threat effectively.

Since most bomb threats come by telephone, a standard Bomb Threat Report Form should be created and kept handy for anyone likely to receive such a threat. The form should include a checklist that asks for the basics: where and when the threat was received, a record of the threatening message, and a description of the caller.

Because it's difficult to keep a cool head when faced with such a threat, the form should also list some questions to be asked, such as: Where is the bomb to explode? Where is the bomb right now? What kind of bomb is it? What does it look like? Why did you place the bomb? Where are you calling from? Who are you? Although the caller probably will not answer every question, asking them will give you more information and more time to classify the voice.

The checklist should also include categories the answerer can check off to describe the caller's voice: male/female, calm/agitated, young/middle-aged/old, American/accented/disguised, sure/unsure, giggling/sincere, slow/fast, loud/soft, normal/stuttering/lisping/slurred/clear, or angry/crying/excited. The answerer should also note if the voice sounded familiar and, if so, who it sounded like, and what kind of background noise could be heard.

Transportation

Staff training programs should include bus drivers, who might have to transport students or adults in an evacuation. All school buses should include an emergency information kit that has writing paper, pens and pencils, and a current list of students who ride the bus for each route.

Identification

Identification badges should be made for all district and school staff who would be involved in handling an emergency. Staff members should wear those badges throughout the crisis.

Also, the names of injured students or employees being removed from an emergency site should be on a list kept at the site. The names of the injuried should either be written on the back of a hand or on a stick-on label which can be placed on their clothing.

Train teachers to take their gradebooks or class rosters with them if they leave the building in an emergency. Plan what specific part of the campus teachers should take their students to.

Establish a procedure by which children will be released to their parents or guardians after calm is restored. "Reuniting children with their parents took about three hours," recalls Cleveland Elementary principal Busher. "We brought each class, one at a time, into the multi-purpose room and then called the parents of the children in that class to come in. It had to be agonizing for the many parents who had to wait and wait, but the alternative is mass hysteria. You can't release a crowd of hundreds of people. I also gave explicit directions that no child could be taken by a parent unless they were signed out and we verified that the child had been handed over to the appropriate person, a parent or guardian."

Dealing with the Media

Administrators faced with a crisis will very quickly be faced by members of the press as well. It's necessary both to be sensitive to reporters' need to get information and communicate it to the public and to consider students' safety and well-being. Two principals who had to deal with the media--one when a third-grade student at his school was killed, the other when a female student was abducted and killed--offer the following advice:

* Keep statements brief and cover only the facts, not opinions.

* Maintain a positive attitude. Remember that the public has a right and a need to understand what has happened.

* Ignore abrasive personalities or statements made by reporters.

Both principals were the spokesmen for their respective schools. One allowed the media to talk to students and teachers if the reporters stayed in front of the school and the students and teachers were on their own time; the other did not give the press access to parents, teachers or students.

According to Walter D. St. John, a high school principal and communications consultant, other ways to prepare for media attention include:

* Compile a list of names, phone numbers and addresses of media representatives and have a stack of addressed envelopes ready to mail press releases.

* Develop a fact sheet about the district and school to use as a handout.

* Maintain an adequate supply of news release forms.

* Identify suitable facilities where reporters can work and news conferences can be held.

He adds, "Information should be shared as soon as possible, as rumors and incorrect information spread amazingly quickly. If there is undue delay, and if the public suspects a cover-up, the resultant mistrust may destroy credibility. It is a good idea to schedule regular briefings to update the media and to reassure employees."

His tips on what not to do include:

* Don't panic.

* Don't lie or be perceived as covering up.

* Don't overreact or exaggerate the situation, but don't refuse to acknowledge its gravity either.

* Don't try to avoid blame by using a scapegoat.

* Don't argue with reporters.

* Don't deviate from communications policy and agreed-upon statements.

* Don't bluff, ad-lib, or talk "off the record."

* Don't delay sharing what information you have, but make sure you are sharing facts.

* Don't project a primary interest in protecting the school's reputation at all cost.

THE AFTERMATH OF A CRISIS

The effects of a crisis often reverberate long after the incident itself is over. School administrators must take a long-term view of dealing with a crisis, say mental health professionals. They note that children need to talk about any crises they experience, since expressing their frustration and fears, as well as trying to understand why the event occurred, are important parts of the healing process. In addition, educators and parents should realize that many psychological symptoms associated with trauma may not appear for weeks or months after the incident.

Posttraumatic Stress Symptoms

Dr. Robert S. Pynoos, director of UCLA's Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood, has counseled children who have experienced violence, including a sniper attack and a hostage taking and bombing at separate elementary schools. He writes: "Our findings provide strong evidence that acute posttraumatic stress symptoms result from violent life threat, and the severity is related to the extent of exposure to the threat or the witnessing of injury or death."

Such symptoms include nightmares, startled reactions to loud noises, the inability to concentrate in school, guilt over survival or failure to intervene, and fears about a recurrence of the traumatic incident. Some symptoms, such as guilt, may occur whether or not the child was present during the incident. Children have also complained of feeling less interest in play or other usually enjoyable activities and of feeling more distant from their parents or friends.

Young children may re-enact the experience in their play, while older children may adopt risky behaviors in response to the crisis. Students may also try to avoid the area where the incident took place. Other reminders, not related to the incident site, may also trigger anxiety. For example, seeing a potential weapon, such as a kitchen knife, or blood from a minor cut can act as a stimulus. A number of children and their parents have reported that television violence can also serve as a traumatic reminder.

Counseling can be offered individually, with other family members, and in the classroom. Teachers and school nurses can help pinpoint students who need further help by observing changes in classroom behavior or repeated trips to the nurse's office, referring those students to counselors, and following the course of seriously affected children. The most common behavioral change is unexpected aggression, which can result in the diagnosis of conduct disturbance. While not as usual, children may also refuse to participate in class and exhibit other inhibited behavior as a result of the trauma.

The Grief Process

Studies have shown that children mourn much as adults do: the process of disbelief, anger and pain is similar and often lasts for a year. However, children do experience grief somewhat differently because of their age. Teachers and parents should be aware of those differences in order to help children deal with their feelings.

For example, children sometimes have dreams about a deceased person that frighten them; they interpret the dream as a sign of the return of the dead or the appearance of a ghost. Children are often confused, frightened and disturbed by their grief reactions but, unlike adults, they often don't talk about their feelings with anyone. The process is complicated further when children must deal with a violent death; in fact, overcoming the trauma of witnessing a violent event can interfere with the grief process.

It is important for teachers to talk with students in class about death and their feelings of loss, and for parents to openly acknowledge the loss and talk to their children about their sadness or anger.

Worry About Another

Children often feel extreme stress about the safety of parents, siblings or friends during a violent incident. This can lead to symptoms of separation anxiety, centered on the person they worried about, after the incident is over. For example, a child who was concerned about a sibling may secretly keep track of that sibling's whereabouts, insist that the sibling not go out alone, or panic if the sibling is out of sight.

If children are insecure about a parent's or sibling's safety, they may become irritable with the other person, sometimes even rejecting him or her, as a way of distancing themselves from the painful feelings of worry. This can cause continued strife within the family. Parents can help by reassuring their child about the safety of family members, being supportive when the worries intensify, and encouraging the child to talk about his or her feelings.

Setting Up Counseling Centers

According to mental health experts, schools should take certain steps before, during and after an emergency situation, such as determining what mental health resources will be available and knowing which community and district mental health professionals to call during an emergency, training school staff in grief counseling, keeping the school open for counseling and information the day of the incident and several days afterward, and offering counseling services for weeks and months after the event.

After the Stockton shooting, for example, the school opened a counseling center for parents in a nearby church and set up a 24-hour hotline to take calls from families dealing with the aftereffects of the tragedy. The shooting at Hubbard Woods Elementary School in Winnetka, Illinois, took place near the end of the school year. The school set up weekly meetings for the parents for three weeks after the shooting where they could ask questions about what to expect in terms of their own and their children's emotional reactions to the incident. Several other meetings were held throughout the summer as well.

Posttraumatic stress symptoms can last for as long as two years after a crisis, a point that Cleveland Elementary principal Busher emphasized: "I find that people who are removed from the situation sometimes have a real lack of understanding. They feel that the incident is over, so why are people not going on about their lives, business as usual? That's really not possible."

A resurgence of symptoms can be triggered by anniversaries or other school crises around the country. "We began the new school year with a breakfast at the beach for all the parents and children. We all watched the sunrise, kind of a new beginning. And now we've dealt with May 20, the anniversary of the

shooting," says Hubbard Woods Elementary principal Richard Streedain. "But we did have some setbacks. The Stockton shooting was real painful to the parents. It triggered a lot of anxiety when one of these major events happened, which they thought would never happen again."

It's important to remember that counseling should be offered to school staff and officials as well as to parents and children. As Dr. Pynoos notes, "The administrators' visibility is important for providing a sense of security and stability. Because of their high level of immediate responsibility, these leaders may be at risk of a delayed response after the return to normal school operations. Special care has to be given to providing them appropriate psychological assistance at this later date." He adds that children often carefully observe their teachers' responses to an event, making staff recovery doubly important, since it is necessary both in terms of their own welfare and that of their students.

Emphasizing the School's Safety After a Crisis

If possible, school should reopen the day after a crisis, many principals and administrators agree. "We wanted to let the children know the school was safe and to begin dealing with the tragedy," says Cleveland Elementary principal Busher. "I think had we closed the school, it is likely that some people would have been so traumatized with fear that it would have been very difficult to get children back into school and there would have been potential for a flight pattern." The school's maintenance personnel worked all night to remove traces of the shooting so that children would not see bloodstains or bullet holes the next morning. Paying attention to physical details can also help students deal with the trauma. Hubbard Woods Elementary principal Streedain says, "We painted and carpeted the room where the shooting took place and moved our classes around a little bit so this doesn't get to be known as the second-grade classroom where some kids got shot."

However, he adds that reassuring parents and children that their school is still safe also depends on their perception of the school before the crisis took place. "If the school has already been perceived as a safe haven, you can revisit that when you have a crisis," he says. "The more people have a sense of real genuine community, the more effective the healing will be."

SUICIDE CLUSTERS

In recent years, several cases of suicide clusters involving young people have received national attention and been the cause of great concern. Although such clusters are not a single-incident crisis, such as a shooting or bombing, they are traumatic and have the potential to spin out of control if not controlled quickly through the use of an established crisis plan.

The Centers for Disease Control defines a suicide cluster as a group of suicides or suicide attempts, or both, that occur closer together in time and space than would normally be expected in a given community. Although many think that clusters occur through a process of "contagion"--in which suicides that occur later in the cluster were influenced by the earlier suicides--this theory has not been formally tested.

Some groups of suicides may occur at approximately the same time simply by chance. However, even these pseudo-clusters can create a crisis atmosphere in the communities in which they occur and cause intense concern on the part of parents, students, school officials and others.

The CDC recommends that the following steps be taken to respond to a suicide cluster:

* A coordinating committee should be formed with individuals from schools, public health and mental health agencies, local government, suicide crisis centers and any other appropriate organizations. The committee would be responsible for developing a response plan and deciding when to implement it. One agency should be designated as the plan's "host agency;" the individual from that agency would be responsible for establishing a notification mechanism, maintaining the response plan, and calling committee meetings.

* The community should also identify and seek help from other community resources, including hospitals and emergency rooms, emergency medical services, local academic resources, clergy, parents groups such as the PTA, survivor groups, students, police and the media.

  The CDC comments, "It is particularly important that representatives of the local media be included in developing the plan. . . .Although frequently perceived to be part of the problem, the media can be part of the solution. If representatives of the media are included in developing the plan, it is far more likely that their legitimate need for information can be satisfied without the sensationalism and confusion that has often been associated with suicide clusters."

* The response plan should be used either when a suicide cluster occurs in the community or when one or more deaths from trauma occur (especially among adolescents or young adults) that the coordinating committee members think may influence others to attempt or complete suicide. The plan may also be implemented because of an outside factor, such as a local economic depression, which could lead to an increased number of suicides.

* If the plan is to be implemented, each group involved should be notified.

* The crisis response should be conducted in a manner that avoids glorifying the suicide victims and minimizes sensationalism.

* Persons who may be at high risk--including parents, siblings, boyfriends/girlfriends and close friends--should be identified and have at least one screening interview with a trained counselor. They should be referred for further counseling or other services as needed.

* A timely flow of accurate, appropriate information should be provided to the media. One person should be appointed information coordinator so that a single account of the situation is presented. Although the suicide method should be identified, the precise nature of the method used should not be given in detail.

* Environmental elements that might increase further suicides or suicide attempts should be identified and changed. For example, if the suicide victim jumped off a bridge, building or cliff, barriers should be erected. If a victim committed suicide by carbon monoxide poisoning in a particular garage, access to the garage should be monitored.

* Common characteristics among the victims in a suicide cluster may bring up long-term issues that should be addressed. For example, if the victims were not suspected of having any problems, a system should be developed to give help to troubled persons before they reach the stage of suicidal behavior. If the victims tended to be outside the community mainstream, efforts should be made to bring other such people into the community.

James Walker, assistant superintendent of North Salem High School in North Salem, New York, had to deal with the related suicides of two high school seniors and found that it was helpful to divide the senior class into small groups so that students could discuss their feelings about the deaths. In addition, he met with the school's peer counselors the morning before the first death was announced and encouraged them to refer any students who were having a particularly bad time dealing with the situation to the appropriate adult counselors.

Finally, Walker suggests that other administrators who have to deal with such a situation remember to pay attention to their staff members' feelings, as well as the students' feelings. "It was a tough time and our team of people--the counselors, psychologists, the social worker and myself--were involved in this over the course of several months," he says. "I wound up bringing in someone to talk with us, not to learn more about suicides, but to give us a chance to share our frustrations and

feelings, to debrief a little bit, and to help us put things in perspective."

Dr. David C. Clark, executive director of the Center for Suicide Research and Prevention, offers school officials additional advice about dealing with student suicides. "I think it is a mistake for a school to close the day following a suicide. In this way the students are left to their own devices at the precise time when they are most upset and overwhelmed by their feelings, and the opportunity for a rumor mill to greatly distort the actual events is inadvertently encouraged," he writes.

"It is also a mistake to announce the suicide over the school loudspeaker system. . . .The loudspeaker system is impersonal, and ought not to be used in crisis situations unless it is necessary for safety considerations. Use of the public address system increases the likelihood that no one will have prepared the school faculty for the announcement beforehand, increases the likelihood that faculty will be as unprepared for catastrophic announcements as the students, and thus minimizes the likelihood that the faculty will be able to help exert a positive influence on student reactions by way of example."

Dr. Clark also is opposed to awarding suicide victims posthumous tributes, such as diplomas or varsity letters, or of eulogizing a student who dies by suicide any differently than those who die in other ways. Such actions can lead to the perception that the school administration is condoning or sensationalizing the suicide. Also, excusing students from school to attend the funeral "may inadvertently encourage those not strongly affected by the suicide to become more involved, promote free and unsupervised time away from school when it will do the most harm, and deprive school personnel of the opportunity to monitor individual student reactions to the tragedy," he writes.

CONCLUSION

The possibility of an armed intruder, serious bomb threat or suicide cluster may seem remote. But even without such a major crisis, schools are subject to a number of other potentially disruptive events. Being prepared for crises can enhance the school's effectiveness in responding to smaller incidents. These tragic examples of just the last few years show that no school--large or small, rural or urban--is immune to such crises. To protect against an intruder armed with a gun or a bomb, school administrators should analyze and, when necessary, redesign their campuses to make illegal entry as difficult as possible and should develop a crisis plan so that each staff member knows what to do in an emergency. To prevent suicide clusters, school officials must coordinate community agencies and learn the most psychologically effective ways to deal with a student's death.

It is an unfortunate fact of modern life that we can no longer assume that schools are sanctuaries. Today's challenge is to protect students as much as possible in an increasingly violent world.

RESOURCES

Organizations

Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood
UCLA Department of Psychiatry and Biobehavioral Sciences
750 Westwood Plaza
Los Angeles, CA 90024
213/206-8973
Dr. Robert S. Pynoos, director

The Center for Suicide Research and Prevention
Rush-Presbyterian-St. Luke's Medical Center
1720 West Polk St.
Chicago, IL 60612
312/942-7208
Dr. David C. Clark, executive director

The National Committee on Youth Suicide Prevention
666 Fifth Avenue, 13th Floor
New York, NY 10103
212/247-6910

Youth Suicide National Center
1825 Eye Street, NW, Suite 400
Washington, D.C. 20006
202/429-2016

American Association of Suicidology
2459 South Ash Street
Denver, CO 80222
303/692-0985

Department of Health and Human Services
Public Health Service
Centers for Disease Control
Atlanta, GA 30333

Publications

Bomb and Physical Security Planning, available at no cost from the Bureau of Alcohol, Tobacco, and Firearms, Department of the Treasury, Room 2209, 1200 Pennsylvania Ave. N.W., Washington, D.C. 20226, (202) 566-7395.

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This Week's Forum: Page 30

EDUCATION WEEK

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Senators Unveil 2 Bills To Bolster Teaching Ranks

Measures Advocate Use Of Financial Incentives

By Peter West

WASHINGTON—Calling teaching a "profession in crisis," Senate Democratic leaders last week put forward a major legislative package of financial incentives and other programs aimed at encouraging young people to join the ranks of the nation's teachers.

The proposal was introduced in the form of two bills, sponsored by Senators Edward M. Kennedy of Massachusetts, chairman of the Labor and Human Resources Committee, and Claiborne Pell of Rhode Island, chairman of the panel's education subcommittee.

The measures, which call for a total of $700 million in new federal spending in their first year, would use financial-assistance and loan-forgiveness programs to increase the number of college graduates, particularly members of minority groups, who enter the profession.

Both bills also seek to reduce the shortage of qualified teachers in poor and urban school districts. In addition, Senator Kennedy's plan would attempt to encourage veteran teachers to stay in the field.

The two bills are designed to be complementary, rather than competing, but they cover some common points. In most of the areas in which they overlap, Senator Pell's bill would provide more generous funding levels than does Senator Kennedy's.

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Summit's Promise: 'Social Compact' for Reforms

President Bush welcomes governors at the start of the education summit.

Bush and Governors Pledge National Goals And Accountability

By Julie A. Miller

CHARLOTTESVILLE, VA.—President Bush and the nation's governors walked away from last week's education summit with an unprecedented agreement to establish national performance goals and to engineer a radical restructuring of America's educational system.

Said Gov. Bill Clinton of Arkansas, one of a handful of governors who negotiated directly with White House officials on the two-day summit and its product:

"This is the first time a President and governors have ever stood before the American people and said: 'Not only are we going to set national performance goals, which are ambitious, not only are we going to develop strategies to achieve them, but we stand here before you and tell you we expect to be held personally accountable for the progress we make in moving this country to a brighter future.' "

"If that doesn't make this a happy day, I don't know what does," he said.

President Bush promised that he and his Administration would "follow up in every way possible" on the commitments made last week, and he called on the American people to join the crusade.

"A social compact begins today in Charlottesville, a compact between parents,

Continued on Page 10

Crossroads At Charlottesville

'Crisis Consultants' Share Lessons They Learned From School Violence

By Lisa Jennings

NEW YORK CITY—The room at Columbia University here last week was completely silent, except for the sound of traffic outside, as Patricia Busher, a Stockton, Calif., principal, recalled the moment last January when a gunman opened fire with a semi-automatic rifle on her school's playground.

When the firing stopped at Cleveland Elementary School, five students were dead and 30 others were wounded.

"Somehow, you separate yourself from yourself; and you can do what you have to do, even though you're literally stuffing someone's intestines back into his body," Ms. Busher said quietly.

Living with the memories may take the most strength, she said. "We have seen more blood and mutilation than anyone would ever want to see in a lifetime."

Heads around the room nodded in agreement and sympathy—not because the school officials present had heard the story before, but because they had lived it.

This was an unprecedented meeting of principals, administrators, and others who, in recent years, have had to deal with a violent event at school: children and teachers taken hostage, bombs exploding, students killing teachers and each other, and armed intruders shooting randomly

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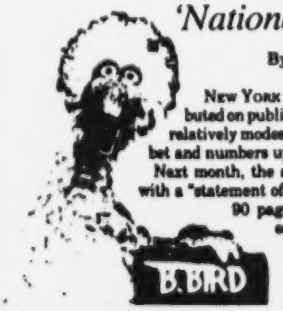
'National Schoolhouse' Rings In Its 2nd Generation



Big Bird of "Sesame Street."

By Mark Walsh

NEW YORK CITY—When "Sesame Street" debuted on public television in 1969, its goals were relatively modest: to teach preschoolers the alphabet and numbers up to 10.

Next month, the show will launch its 21st season with a "statement of instructional goals" that runs to 90 pages—and includes such topics as ecology, geography, and computer terms.

Planners for the trend-setting experiment in televised learning are quick to say, however, that only the show's educational horizons are adjusted to suit the times, never its basic formula.

Conceived as a cross between the late-1960's most popular TV show, "Rowan and Martin's Laugh In," and one of that era's most ambitious social programs, Head Start, "Sesame Street" has become a cultural staple, gaining a viewership that far outstrips the original expectations of its creators.

Children's Television: First of two parts.

" 'Sesame Street' is the first national schoolhouse," boasts David V.B. Britt, president of Children's Television Workshop, the nonprofit company that produces the show. "We probably have 40 million graduates, and

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Equal-Access Suit, Desegregation Cases Top Court Calendar

By William Snider

WASHINGTON—The U.S. Supreme Court opens its 1989-90 session this week with a docket featuring a case that could open schoolhouse doors to religiously oriented student groups, and two cases that test the limits of federal courts' authority to enforce desegregation orders.

But most public attention during the term is expected to focus on a series of abortion cases, including two that offer conflicting rulings on the constitutionality of state laws requiring parental notification before abortions can be performed on minors.

States affected by the Court's ruling this spring mandating equal tax treatment for federal, state, and local pensioners will be closely watching two cases that could determine whether they must provide retroactive tax refunds to federal retirees. An adverse decision could cost the states billions of dollars and pressure them to trim their

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Also in the news

5 **School Drug-Policy Model**
The highly praised Anne Arundel County, Md., plan calls for stiff sanctions.

5 **Hugo's Classroom Damage**
The Carolina hurricane left a staggering school-repair bill in its wake.

14 **Utah Teachers Boycott**
Protesting the use of a budget surplus for tax cuts, they close most districts.

'Crisis Consultants' Share the Lessons They Learned From School Violence

Continued from Page 1

at schoolchildren.

Sponsored by the National School Safety Center, an institute funded by the U.S. Justice Department and located at Pepperdine University in Encino, Calif., the meeting was described by the small group attending as "cathartic."

They had been brought together, however, not so much for healing as to share what they learned with other educators nationwide.

The N.S.S.C. has compiled the group's recommendations and included them in the draft of a resource paper that will be made available to other schools and districts to help them design a "crisis prevention and response plan."

Such a plan, the panelists said, will improve a school community's chances of surviving such a tragedy, and will also help schools avoid potential liability.

And planning, they agreed, begins with an awareness that disaster can strike anywhere.

As Edward Muir, school-safety representative for the United Federation of Teachers in New York, said, "There is a random mix of maniacs and guns in this world, and it is only a spin of the wheel before they show up at your school."

'Crisis Consultants'

"This has got to be the best collection of 'crisis consultants' anywhere in the country," Ronald D. Stephens, N.S.S.C.'s executive director, said at last week's meeting.

The draft they developed offers direction on how to increase school security, and provides details on how to work through a crisis. The topics include outlining staff roles and responsibilities, dealing with the media and with parents, arranging transportation for students, offering counseling and providing outlets for grief, and emphasizing a school's safety after the incident.

The N.S.S.C. also plans to develop an educational video on crisis prevention for schools.

The educators gathered around the table at Teacher's College last week described how each of their districts developed new school-security and crisis-response plans after their respective tragedies.

Richard Stroedain, principal of Hubbard Woods Elementary School in Winnetka, Ill., said his district's revamped crisis plan helped reassure parents and staff members, who had had to work through their shock not just once, but on two other occasions when similar incidents occurred elsewhere.

In May 1988, a woman walked into a 2nd-grade classroom at Hubbard Woods with two handguns and fatally shot one student and wounded five others.

The terror returned later that year when a gunman walked into a Greenwood, S.C., elementary school and opened fire, killing two students and injuring nine others.

And Hubbard Woods' families revived their tragedy the following January, after the worst school shooting to date occurred in Stockton.

"The parents thought nothing like this would ever happen once, much less be repeated so soon after," Mr. Stoedain said.

After each incident elsewhere, Winnetka parents were called in to "talk it out."

Then, with their help and that of other community members, the school worked to upgrade security. It has since hired a security guard, and parents volunteer to help monitor hallways for strangers, Mr. Steedain said.

The district has also hired a full-time nurse at each school. A part-time nurse was at Hubbard Woods at the time of the shooting and is said to have saved several lives. A full-time social worker was also hired to continue counseling efforts.

New Discipline Policy

In Largo, Fla., increasing security became a disciplinary issue after a 15-year-old student shot and killed an assistant principal and wounded two others last year in a crowded high-school cafeteria. He was aided in the attack by another student who also had a gun.

> Experts say plan improves chances of surviving a tragedy.

"Our young people live in a world of violence and instability, but the schools had been an island of safety," said Marilyn Heminger, principal of Pinellas Park High School in Largo.

"After the shooting happened," she continued, "that safe world was disrupted, and it's never really been the same. It impacted the whole community in a way I couldn't believe."

As a result of the incident, Ms. Heminger said, her district now has an automatic expulsion policy for students caught with weapons in school.

It was also discovered later that the student involved in the Largo killing had been treated in a mental hospital, but released when his insurance coverage ran out. Although mental-health officials knew the troubled boy had returned to school, they had not notified Ms. Heminger of his instability.

Today, more effort is made to share records among local agencies, she said.

On the day of the shooting, she said, the school's human-resources officer—Florida's term for an official who is part police officer, part law-enforcement educator—was home sick. New district policy requires that an officer be in each school every working day without exception.

Mr. Steedain acknowledged that such measures cost money and may be considered too much of a luxury by some school boards. But he added that, "somehow, we have to get across the message that this is a much broader issue than just money."

"School boards must be educated to understand that the longer the symptoms of post-traumatic stress are treated, the more likely the children will recover fully," Ms. Busher of Stockton said.

Flashbacks Still Occur

Many at the meeting said their students still suffer from aftershock.

Max Excell, principal of Cokeville Elementary School in Cokeville, Wyo., said some of his students still panic if a bad thunderstorm knocks out the electricity and leaves the school in darkness, or if a car backfires and reminds them of gunfire.

In May 1986, the entire school was taken hostage by a couple armed with several guns and a homemade bomb.

Crowding 150 people into one classroom, the couple held the school hostage for more than two hours while Mr. Excell mediated their demands with the police.

The principal described the heroics of teachers, who kept the children—including Mr. Excell's own daughter—quiet with stories and songs. But the bomb was accidentally detonated and the room exploded "like a mushroom cloud," he said, blowing out the ceiling and setting the room and everyone in it on fire.

To Mr. Excell, it was "divine intervention" that saved the lives of all the children and staff members involved, though many were badly burned.

The Cokeville students' flashbacks are not uncommon, according to Kathi Nader, a psychiatrist with the University of California's Neuropsychiatric Institute, who has been studying the effects of violence on children.

Children often feel a lack of trust, irritability, hyperactivity, and guilt following such an incident, she said. And observers may notice a distinct drop in self-esteem.

Children also often need to reenact the incidents in play and must be allowed to talk out their feelings, Ms. Nader advised. Teachers should also provide activities to help them work out their grief.

Mr. Steedain from Winnetka said his students responded well to certain rituals, such as memorial services, and a ceremony at sunrise on the anniversary of the shooting.

The most important step in beginning the healing process, Ms. Nader and the educators agreed, is reopening the school and returning to normal as soon after the crisis as possible.

Looming Liability

According to Ms. Nader, the severity of trauma can be lessened by planning and intervention before the crisis occurs.

Often, school officials will be reluctant to consider planning for a crisis, noted Daniel Carden, former principal of the West End Christian School in Tuscaloosa, Ala., where two heavily armed men held a group of elementary students hostage for more than 12 hours in February 1988.

"It's like a will," he said. "People are afraid to write one because they think they will die if they do."

Planning, argued George Margolies, an education lawyer from Rockville, Md., could also go a long way toward protecting a school from liability. "The concern of liability looms over the whole issue of crisis management," he said.

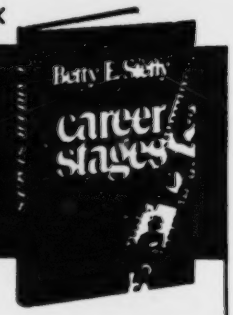
But P. Michael Timpane, president of Teachers College, also pointed out that "there is no cookbook model of what to do."

"It's my suspicion that we are just at the beginning of a long road that will lead to safer schools," he said.

A draft of the resource paper is available from the National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, Calif., 91436.

NEW PROFESSIONAL BOOK

Career Stages of Classroom Teachers



Betty E. Steffy, Ed.D.,
Deputy Superintendent of Instruction
Kentucky Department of Education

- A new understanding of teacher career stages (and the teaching profession) as an aid in improving teaching performance and development
- Implications for policy making and practice on all levels

FROM THE AUTHOR'S INTRODUCTION

As teachers work within their roles and within schools, their orientation toward work, their ideas of self, their vibrancy, and their enthusiasm undergo changes. Indeed, there appear to be some definite orientations towards work which I have called "stages," that can identify teachers at a particular time in their careers. By understanding where teachers are in their internal growth and then shaping professional activities and altering working conditions, the investment of a school system's resources are better spent, and the results are more positive.

The stages are identifiable and they are changeable. Also some teachers remain fixed at some stages for long periods of time, especially if there is reinforcement for a particular stage. When teachers recognize where they are, they can take steps to change their own orientation towards their work, especially if they have supportive colleagues and knowledgeable principals, supervisors, superintendents, and board members.

It is because teachers remain the one indispensable, yet most mysterious resource that exists in schools that this book attempts to explore and improve teaching by not separating the teaching act from the teacher. At any given time, where the teacher is, is where the school is.

The Author: Dr. Steffy is currently Deputy Superintendent of Instruction in the Kentucky Department of Education. She received her degrees (BA, MAT, EdD) from the University of Pittsburgh. She has held the positions of Director of Curriculum, Assistant Superintendent of Schools, and Superintendent of Schools with different school districts. She has co-authored two prior books, one being the best-selling *Skills for Successful School Leaders*, published by the AASA. She has served as a national speaker for the AASA and the ASCD.

Inside a Chapter: Each chapter of this new book is filled with specific, practical information for administrators and teachers which will aid in improving staff development and teaching performance. Here is an outline of the contents of one chapter: *The Withdrawal Stage* • A Negative Force in the System • Characteristics of the Teacher in Withdrawal • Initial Withdrawal • Persistent Withdrawal • Deep Withdrawal • Identifying Teachers at the Beginning Stages of Withdrawal • Preventative Actions to Avoid Withdrawal • In Service of Teachers in Withdrawal • Supervision of Teachers in Withdrawal • Curriculum Monitoring of the Teacher in Withdrawal • Reward Structure • Changing the Work Environment to Reduce Withdrawal • Handling Deep Withdrawal • Summary • Inquiry • References.

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Sunday
April 9, 1989
Today's weather:
Sunny and hot with near-record temperatures. High 93. Low 55.
Details, A-18

The Stockton Record

Covering California's Heartland

A Gannett Newspaper

YOUNG GUNS AND KNIVES, AND CHAINS...

School officials try to cope with an increasing number of students who bring weapons on campus.

By Michael Fitzgerald
The Stockton Record

When children flock onto the grounds of Cleveland Elementary School these mornings, they pass a uniformed guard.

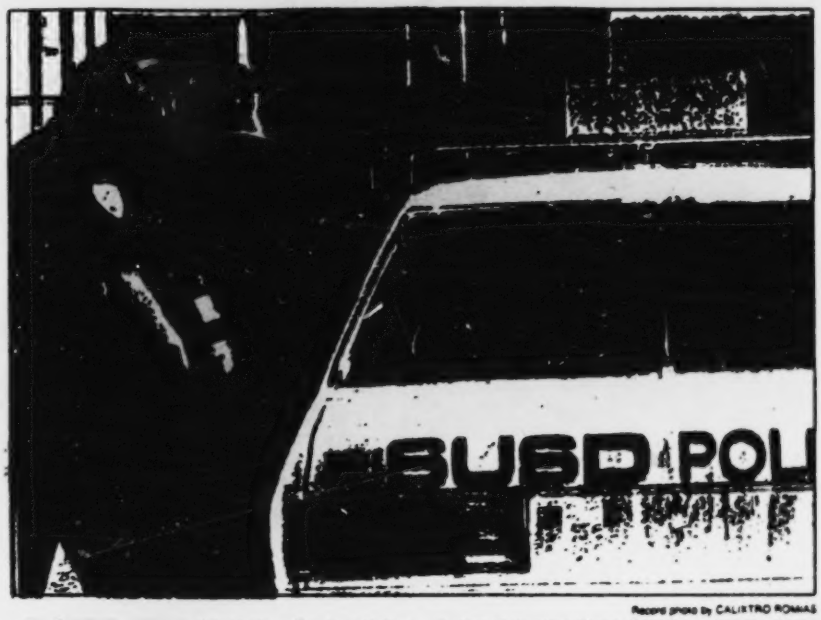
He is a Stockton Unified School District campus police officer. He is unarmed. But he is a guard — a reminder of the Jan. 17 shootings at the school and evidence that attitudes about school security are changing.

"It was an amendment to the California Constitution that safe schools are a constitutional right," said Stockton Unified Public Information Officer John Klose. "We take that very, very seriously."

So do parents, teachers and politicians. All are asking: Are our schools safe? The answer is complicated. It involves more than just schools. It involves a changing world in which the little red schoolhouse may need a patrolled perimeter.

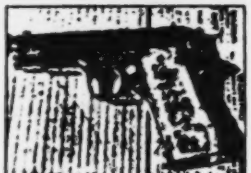
The third annual School Crime Report, released this week by state

See CRIME, A-14



Record photo by CALIXTRO ROMAS

ON-CAMPUS ARREST: Kris Cook, a Stockton Unified School District police officer, arrested this eighth-grade student at Hamilton Middle School on charges of possessing a weapon.



EVIDENCE: Police said the student was carrying this 9mm semiautomatic handgun.

School rules complicate security

By Dana Nichols
The Stockton Record

Don Swartz has his service pistol on his hip when his shift begins at 7 a.m.

The weapon stays at his side most of the morning as the Stockton Unified School District security officer cruises past schools in his north Stockton territory, checking fences and watching for suspicious cars.

During the most dangerous hour of his day — the 11:00 a.m. to noon lunch period at Stagg High School — Swartz locks his gun in the car's trunk.

That gun, locked out of reach, symbolizes the conflicting pressures being felt by today's campus police officers. They have the same legal status and face the same dangers as city police officers, but must do their crime-fighting according to the rules established by school tradition.

Stockton Unified policy requires Swartz and other officers to be un-

See POLICE, A-14

YOUNG GUNS

ON PATROL: SUSD police officer Sam Baccam checks the grounds at Cleveland Elementary School.

CRIME

Continued from A-1

Superintendent of Public Instruction Bill Honig, showed some types of school crime decreasing. But it noted an increase in the number of weapons on campus and assaults against students. It also showed that problems in the state's middle schools are on the rise.

"I think that everybody thought schools were safe, but maybe they're not as safe as we have taken for granted," said Kellie Bovee, president of El Dorado Elementary School's Parent-Teacher Association.

Bovee and other parents were frightened March 21 when a 7-year-old student told authorities he had escaped a would-be abductor on the El Dorado playground.

Bovee formed the El Dorado Parent Patrol.

"It's amazing to see how many people walk through our campus," Bovee said. "Kids on bikes. Adults crossing to the nearby adult school. Other adults park their car, use the outside children's restroom, get back in their car and leave. I don't think anybody was aware of that."

Shootings put focus on safety

The Cleveland School shootings — in which five children were killed and 30 other people were wounded by gunman Patrick Edward Purdy — and hundreds of lesser incidents around the country did more than raise awareness of school vulnerability, said Stuart Greenbaum, communications director for the National School Safety Center in Encino.

"It has changed the issue of school safety from trying to promote awareness to the next step of trying to deal with it," Greenbaum said. "People now appreciate that we do need to do things to make schools safer.

"There's probably nothing you can do if a nut like Purdy picks a particular school and decides to do his killing there," Greenbaum said. "But there are deterrents, where somebody like Purdy looks and sees adults and says, 'Jeez, it's too hard to get in there.'"

Educators and police agree the Purdy types are rare. Increasingly, however, the stereotyped school bully is being overshadowed by drug dealers, gang members, rapists, molesters and kidnappers.

All threats don't come from off-campus. Drug abuse, gangs and weapons are present in the schools.

Architects part of picture

Safety is an increasing concern for state architects who review school designs.

Michael Chambers, a senior architect in the School Facilities Planning Division of the state Department of Education, said one important feature in new schools is situating the office so it controls the major entrances and exits and, perhaps, the school's main corridor.

"If someone who's unknown to the secretary or principal or whoever enters, they're spotted," Chambers said.

> "I think that everybody thought schools were safe, but maybe they're not as safe as we have taken for granted."
>
> Kellie Bovee, president of El Dorado Elementary School's PTA

New technology is being introduced. State designers are looking into radio beepers that allow playground monitors to send an alarm to the office, two-way radios and even clip-on motion detectors that trigger an alarm if the playground monitor ceases motion indefinitely.

Many schools have integrated communication systems that run the school clock, bell, radio and alarm. Two-way radio can be added to these systems, Chambers said.

An architect who designed a high-security school for a Los Angeles neighborhood where 13 street gangs exist said fences and walls aren't the answer.

"As a designer, I think that, if you start making a prison environment with 8- to 10-foot-high fences, it certainly changes the character of the school and the quality of the experience that students have while at the school," said Eric Midiere, project manager of the Steinberg Group of San Jose.

Midiere was depressed when colleagues discussing the design of an Oakland school mentioned the installation of watchtowers had been discussed.

"I think the open campus is the preferred model," Midiere said. "To create a compound may be necessary. But it's unfortunate. It's not what this country is about."

Money is a problem

Another problem is money.

California has roughly 7,500 schools and 4.5 million students — and the biggest student population explosion since the postwar baby boom. Schools are bulging with 120,000 to 150,000 more students each year. The system must build 11 new classrooms a day just to keep up.

The school system also has a 10-year history of what is referred to politely as "deferred maintenance."

> "I think the open campus is the preferred model. To create a compound may be necessary. But it's unfortunate. It's not what this country is about."
>
> Eric Midiere, architect and school designer

Even a best-case scenario for the passage of school bonds doesn't foresee California raising enough money even to maintain the level of service it now offers.

"The security aspect is basically adding a new burden to an already overburdened system," said William L. Rukeyser, a special assistant to Honig.

He said that is why "you can't draw this artificial line between society and schools. Schools mirror a lot of society's problem and a lot of the problems spill over the property line both ways."

Soon after Honig took office in 1983, he instituted a training program that taught school officials to think of school and urban crime as interrelated.

When police, at the urging of Orange County school officials, enforced truancy laws, daytime burglaries decreased. When a West Covina principal reported that a nearby off-campus doughnut shop was a drug trafficking center, the police crackdown reduced campus drug traffic.

Rukeyser said what really might make schools safer is a reliable, if older, piece of technology — an involved parent.

The El Dorado Parent Patrol has called a meeting for Thursday. Stockton Unified School District Police Chief William Correll and others will be on hand as parents present a diagram of what they see as El Dorado's security deficiencies.

"We're still concerned and we're going to harass whoever it takes to get it done," Bovee said. "We're going to stick with it."

POLICE

Continued from A-1

armed when they walk onto a campus. About twice a month, on the average, Swartz knows he will come face to face with a student — often a gang member — who is carrying a gun.

Swartz is one of five peace officers in the Stockton Unified School District.

The district has the largest school police force in San Joaquin County: a chief, five officers and a four-person clerical staff.

This month, the district increased the force by hiring five temporary security guards from a private contractor.

Even this expanded force is stretched almost to the breaking point by the demands of the district's 38,000 students, teachers and staff, said district Police Chief William Correll.

Stockton Unified police struggle to keep up with the shifting slang, graffiti and tactics of 100 youth gangs. Almost every day, they confiscate knives and brass knuckles, investigate vandalism and thefts and witness the ravages of drug and alcohol abuse.

Stockton Unified police officers logged 1,550 crime reports and answered 14,000 calls last year.

The geographic size of the district makes the job even tougher — the 52 school sites are spread over a 55-square-mile area that stretches east and west past the Stockton city limits.

The only other school police force that rivals Stockton Unified's is Lodi Unified's. The Lodi district has two peace officers. One, Chief George Ellis, currently is on long-term leave because of health problems.

Other school districts in San Joaquin County rely on city police or sheriff's deputies to handle serious crimes. Temporary security guards are hired for special events or to prevent vandalism on weekends.

In Manteca Unified School District — where stealing and smashing pumpkins is an autumn tradition among teenagers — security guards are hired to protect high schools on Halloween, said William Whiteside, director of special services for the district.

In the past three years, only one gun has been found on a Manteca Unified campus, Whiteside said. It wasn't loaded.

Tracy and Lodi schools report similarly low rates of crime involving weapons. "We have not been afflicted," Whiteside said.

Stockton is afflicted.

Swartz agreed to allow a reporter to ride along and get a first-hand look at the Stockton schools beat — during the peak crime hours of 10 a.m. to noon on March 17. Officer William Rosas, whose beat covers southwest Stockton, also agreed to have a reporter ride with him.

■ **10:00 a.m.** — Inside the faded brown mobile home that serves as district police headquarters, Swartz and Rosas shake their heads in wonder at an enormous shotgun Rosas found the day before.

The gun is so long it won't fit inside the evidence locker. Rosas found the gun in an 18-year-old's car at Edison High School. The gun wasn't loaded.

■ **10:35 a.m.** — Swartz cruises north to make a patrol check at Pulliam Elementary School. The day before, a gang of Southeast Asian boys allegedly tore a gold chain from the neck of a mother who was walking her child to school.

"The Southeast Asian gang community is probably the most mobile of all the gangs," Swartz said. He circles Pulliam, scanning side streets and parking lots for a battered tan sedan the suspects reportedly used the day of the crime.

The car radio crackles with information. The registered owner of the sedan spotted at the scene of the crime has a non-Asian name and lives in another city.

"Could be stolen," Swartz said. "Or maybe the transfer of registration hasn't gone through yet."

■ **11 a.m.** — Pounding music fills the air at Stagg High. Students of all races strut their stuff through the center of the campus.

Swartz dives into the scene, offering a wave, a smile and a joke to the students he passes. Some are student body leaders he knows from giving talks on drug abuse. Other students know him because they have worn his handcuffs.

"It's best if I deal with them on a friendly level before I have to deal with them on an enforcement level," Swartz said.

Swartz spots a group of three boys, known gang members, standing in a huddle. One of the boys is tapping the palm of his left hand, giving directions.

"Anything going on?" Swartz asks.

Instantly, all eyes are on Swartz's badge.

"No, nothing is going on," one of the boys says softly.

Preventing violence by keeping a high profile is 90 percent of the job, Swartz said later. "Whatever they were planning won't happen today."

■ **11:40 a.m.** — Swartz pauses in the "sanctuary," his name for the zone at the center of campus. It is a circular knoll in front of the library, where a conservatively dressed group of mostly white students eats lunch.

"This is where the kids come who don't want to mess with anybody or get messed with," Swartz said.

Swartz's walkie-talkie spits out an urgent message: a fight on the opposite side of campus. He sprints the distance, swerving around buildings and mud puddles.

It is a false alarm. A yard monitor mistook a birthday spanking for the beginning of a gang rumble.

"I don't like to have to run like that," Swartz said, out of breath. "It attracts a lot of attention."

■ **12:30 p.m.** — Back at headquarters, Rosas has a very drunk Edison student in the holding tank. "English 800 Malt Liquor," Rosas said.

The student is charged with being drunk on campus and assaulting an officer. The Juvenile Justice Center in French Camp is full — so Rosas will cite the boy and drive him to his grandmother's house in south Stockton.

The grandmother shakes her head and sighs when the boy comes in the door.

"I'll keep an eye on him, try to help get him straightened out," Rosas tells her.

■ **2 p.m.** — Rosas strides across the Edison campus, scanning walls that are painted almost daily to cover gang graffiti. He looks for fresh messages that could tip him off to gang activity.

"They see the movie, they like it and they do exactly what they see in the movies," Rosas said.

"Colors," a 1988 film about Crips and Bloods, inspired a spurt of gang activity in Stockton, Rosas said.

■ **3 p.m.** — In the final hour of the school day, Rosas breaks up a hallway fistfight. After the final bell, he flips on his patrol car lights and roars a block south on El Dorado Street to where a crowd of students seems to be gathering for a "gang bang," contemporary slang for what used to be known as a rumble.

The day ends without any major violence, which is unusual for a Friday, Rosas said.

"Usually, Fridays are the worst days," she said. "They figure, 'Hey, the weekend's coming. They can't catch me.' "

Crime in school

School crime in San Joaquin County ranges from petty vandalism to gang-related violence involving use of firearms. Although the most violent crimes are concentrated in Stockton, every district gets its share. The following figures for 1988 are from district crime reports that each district must submit to the state Department of Education.

	Assaults	Substance abuse	Gun	Knife	Theft or vandalism
Lincoln Unified – 8,000 students					
Elementaries	1	1	0	3	81
Middle schools	48	3	0	4	81
High schools	85	47	0	2	108
Total	134	51	0	9	270
Stockton Unified – 31,000 students					
Elementaries	43	4	5	5	194
Middle schools	111	11	15	5	87
High schools	148	36	27	8	179
Total	303	51	47	19	439
Lodi Unified – 21,000 students					
Elementaries	0	0	0	2	47
Middle schools	121	7	4	6	36
High schools	100	65	0	13	82
Total	221	72	4	21	165
Manteca Unified – 12,000 students					
Elementaries	3	0	0	4	94
Middle schools	0	0	0	0	0
High schools	56	56	3	7	37
Total	59	59	3	7	118
Tracy Joint Union – 7,500 students					
High schools	70	17	2	0	114
Tracy Elementary SD – 4,200 students					
Elementaries	22	0	0	4	81
Middle schools	160	13	1	9	35
Total	182	13	1	13	70

Record graphic

Slum and Blight? You Decide

PAGES 14-17

Pinellas Park NEWS

Community-Owned Paid Circulation Newspaper Published Every Thursday for the People of Pinellas Park, Kenneth City and Surrounding Areas

Vol. 7 — 40 Pages — 2 Sections — Telephone 541-6485 — Pinellas Park, Florida 34665 — Yearly $12.00 — Single Copy 25¢ — February 18, 1988

Bulletin: Allen Dies

Richard Allen, the assistant principal of Pinellas Park High School who was shot in the head by a student, Thursday, Feb. 11, was pronounced dead at Bayfront Medical Center at 8:10 p.m. Wednesday, Feb. 17.

Rage Rules After School Shootings

PPHS Is Now A Shattered Community

By JOHN KAMINSKI
News Editor

One Pinellas Park High School administrator is dead, after a week of lingering on a life support system. His family had been told to "expect the worst."

Two other faculty members, an administrator and a college intern, are recovering from bullet wounds.

Two 15-year-old Pinellas Park boys are in jail, charged with multiple counts of attempted murder, one of which will now be upgraded to murder.

Students and teachers who witnessed the carnage are fearful that more violence will happen.

And hundreds of frightened parents believe that the public school where their children spend their days cannot protect their lives.

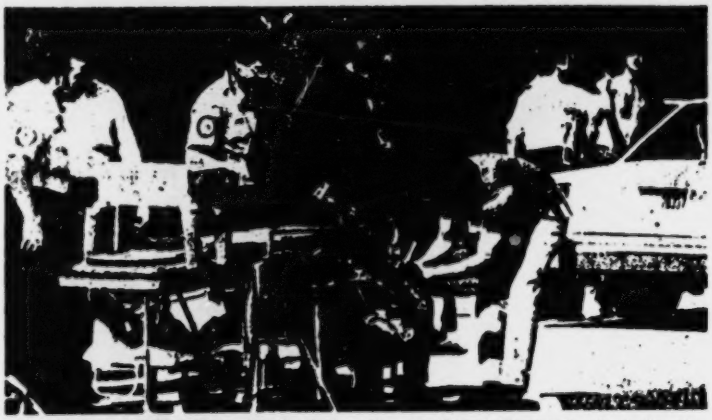
One week after the darkest day in the 12-year history of Pinellas Park High School — Thursday, Feb. 11, 1988 — the legacy of learning has turned to fear, distrust and confrontation.

A Trespasser

At 11:51 a.m. last Thursday morning, Pinellas Park police received a call from the school requesting assistance to evict a trespasser.

When officers arrived at the school, they were confronted by

Please see SHOOTING, page 6



THE DOER AND THE DEED — Pinellas Park High School assistant principal Richard Allen lies mortally wounded on a stretcher attended by paramedics while 15-year-old Jason Harless, at rear, is treated for a superficial bullet wound he received in a shootout with police at the school Thursday, Feb. 11. The shootings by the boy triggered a week of tragic tension that left angry parents calling for more security at the school. See stories and more photos on pages 6 and 7.

NEWS Photo by JOHN KAMINSKI

Graffiti Becomes Ominous Omen

By JOHN KAMINSKI
News Editor

When school officials arrived at Pinellas Park High School early Friday morning, they found that Thursday's tragic shooting incident had not yet ended.

Scrawled on a sidewalk in front of the building was some vicious graffiti: "Pinellas Park bullets — who's next?"

Even worse, the name of a teacher who reportedly *would be* next was scrawled in a boys' restroom. School officials quickly washed away the epithets and most students never saw them.

Parents at Monday night's turbulent meeting knew about it, but school officials didn't mention the sequel.

What school officials haven't mentioned is exactly what has upset many parents of students at Pinellas Park High.

"We live on rumors from our children," said one, the last parent who spoke before Mrs. Heminger cut off the dialogue.

"Five weeks ago we heard a student was killed here. Was that true? We wanted to pull our daughter out of school then."

Please see GRAFFITI, page 6

Parents Go On Warpath, Meet Sunday

By JOHN KAMINSKI
News Editor

Angry parents will meet Sunday, Feb. 21, at 7 p.m. in the Holiday Inn at St. Petersburg/Clearwater International Airport to vent their rage and grope for solutions to what some see as a lack of safeguards for students at Pinellas Park High School.

More than 1,000 elders jammed the high school auditorium Monday night to hear PPHS Principal Marilyn Heminger's explanation of what happened Thursday, Feb. 11 at the school, when three teachers were shot by a 15-year-old student.

Parent fears turned into outrage when the meeting was ended abruptly after it turned into a free-for-all shouting match.

At the beginning it appeared that Mrs. Heminger would calm the fears of parents. She offered to stay till 1 a.m. if necessary to answer all their questions, but the principal cut off the dialogue after only 11 parents spoke. She was escorted from the auditorium by school security personnel.

"Both whites and blacks are being beaten up regularly around this school. What's being done about it?" one angry black parent demanded to know.

"I didn't come here for counseling," shouted another parent. "I came here for

Please see PARENTS, page 6

Leaders Try to Soothe Redevelopment Fears

By JUDSON BAILEY
Editor
and VICTOR MORGAN
Managing Editor

(See Transcript, pages 14-17)

For three hours last Thursday night, Pinellas Park's City Hall echoed with the discontent of an overflow crowd of citizens who had come to a public hearing on plans for Downtown Redevelopment — and that was only the beginning.

Of an estimated turnout of 300 people, only 134 could be accommodated in City Council Chambers and only 20 were able to get to the microphone to express their feelings about slum and blight and other characteristics of their hometown, good, bad and indifferent.

Other spectators crowded the hallways and an annex room where a television screen and loudspeakers provided insight into the drama being played out behind closed doors.

Council was ready for the big turnout and placed the sensitive issue first on the agenda, but it already had decided that no single meeting would be sufficient to hear all the opinions.

Mayor Cecil W. Bradbury announced repeatedly during the meeting that efforts were being made to obtain the Plumbers & Steamfitters Union Hall, or some other ample location, for another hearing on March 15 and that additional hearings would be held over as long a period of time as needed to let all interested citizens participate.

As a result the Mayor proposed to limit speaking at the first session to people who were present and could not return March 15, but the tide of emotion swelled until he finally shut off this opening phrase of the hearings at about 10:30 in order to attend to other scheduled business.

Most of the speakers were not

See REDEVELOPMENT, page 8

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Sgt. Dorene Thomas, who was instrumental in talking a boy into surrendering in a standoff with police, was named Pinellas Park's 1988 Police Officer of the Year a few days earlier. Page 1B.

Plane Crash Is Fatal To City Businessman

By VICTOR MORGAN
Managing Editor

A successful Pinellas Park businessman and a St. Petersburg executive were killed instantly Tuesday, Feb. 16 when their twin engine aircraft spun out of control into a Dunedin yard, exploding and catching a house on fire.

A pet dog in the house also was killed. No one else was hurt.

Dead are Gary T. Session, 40, president of A&M Supply, Inc., 6701-90th Ave., Pinellas Park, and John L. Peppel, 45, project coordinator for Hamlin's Landing, a huge, residential, restaurant and shopping complex on Indian Rocks Beach.

Session's firm is a member of the Greater Pinellas Park Chamber of Commerce.

A daughter, Kerrie is a junior at Pinellas Park High School. Her older sister, Debra, graduated from the same school last year, according to school officials.

The Beechcraft Barron, registered to Session, went down about 7:15 p.m. Tuesday, hitting the front yard upside down. Witnesses said the fuel tanks then exploded and set fire to a home owned by Thomas and Sandra Moore, 1198 Ranchwood Drive. The Moore's were not at home.

The crash scene is about eight miles from the St. Petersburg-Clearwater International Airport where Session kept the plane, according to Federal Aviation Administration and National Transportation Safety Board officials investigating the disaster.

According to FAA spokesman Jack Barker in Atlanta, the aircraft was in the process of making a final approach to the airport when it went down.

An NTSB official in Miami told the NEWS what preceded the crash.

"Tampa approach control was

Please see PLANE, page 3

SHOOTING

from page 1

two boys running out the front door, shooting at them. Officers returned fire, superficially wounding one boy, who surrendered. The other boy got away.

The terrible scene was only a chilling preview of what the police found inside a few moments later.

Assistant Principal Richard Allen, 53, was shot in the head and unconcious on the floor of the cafeteria, a huge high-ceiling lobby area that stretches much of the width of the high school.

Assistant Principal Nancy Blackwelder, 35, was shot at least twice (the number of her wounds remains in contention), lying on the floor but conscious.

Phys. ed. teacher Joseph Bloznalis, 22, an intern from the University of South Florida, was slightly wounded in the leg.

Bewildered and dazed, students were crying and teachers were horrified. Panic quickly spread throughout the Pinellas County educational community via shortwave radio when it was learned that one of the two alleged perpetrators of the crime had escaped. Teachers in other schools, many of whom had their own children as students at Pinellas Park High School, began locking the doors of their schools.

A Standoff

Jason Harless, the 15-year-old who fired all the shots at teachers, didn't get away. He was grazed by one of nine shots fired by Pinellas Park police and arrested at the scene. It was later learned he had previously been under psychiatric care.

But Jason McCoy, the other 15-year-old whose gun was confiscated by Assistant Principal Glenn Bailey before he got a chance to fire it, did get away and was on the loose for almost two hours. It was later learned he had been suspended from school the day before.

Police quickly determined that he had fled to the home of his former girlfriend at 9960-55th Way in Pinellas Park and surrounded the house. After an hour of standoff, he surrendered to PPHS School Resource Officer Leroy Kelly.

Kelly was not at the school at the time of the shootings. He had been absent a third straight day with a bad case of the flu, but immediately came on duty when apprised of the violence.

McCoy surrendered to Kelly because, unlike any of the other officers surrounding the house, he knew his face. But the credit for getting McCoy to decide to surrender was given to Sgt. Dorene Thomas, who talked with McCoy for about an hour on the telephone and convinced him. Coincidentally, Sgt. Thomas was this week named Pinellas Park's officer of the year. *(see story, page 1B)*

Harless was charged with five counts of attempted murder, for his shots at the three school officials and the two officers. McCoy was charged with three counts of attempted murder for his compticity in the shootings. Both were charged with one count of armed burglary, for stealing the guns (all 38-caliber revolvers) from the home of Pinellas County Deputy Sheriff Charles Parker, whose son was an acquaintance of the two suspects.

What Actually Happened?

PPHS Principal Marilyn Heminger provided more than 1,000 parents with the school's official version of the events of Thursday, Feb. 11, a stormy meeting for parents at the high school the following Monday evening.

But parents who received different reports from their children, and other students, offered conflicting versions of what happened. *(See related story, upper right, page 1)*

Mrs. Heminger described "the series of events that interrupted our lives and devastated our feelings":

Assistant Principal Bailey was told by a student that Jason McCoy had a gun in his locker and posted fellow assistant principal Mildred Reed to guard the locker while he and Nancy Blackwelder went looking for McCoy.

When Mrs. Blackwelder pointed him out, Bailey asked McCoy to come to the office with him. It was then that Bailey realized McCoy's gun was not in his locker, but in his belt.

The trim, athletic Bailey wrestled McCoy to the floor and grabbed the gun. Mrs. Blackwelder and assistant principal Richard Allen held onto McCoy while Bailey took the gun to the office for safekeeping.

Mrs. Heminger later summed up the situation, "The bottom line was that no one knew there was a second gun or a second student involved," she told parents, her voice cracking with emotion.

(As it turned out, there was a third gun, confiscated by police from McCoy at the house to which he escaped.)

Intern Joseph Bloznalis, a young rugged athletic coach, thought Jason Harless had a toy gun as he came upon the scene and wrapped him in a bear hug. With his hands pinned at his sides, Harless shot down and nicked Bloznalis in the knee. The intern fell to the floor.

Mrs. Heminger said Harless then fired once at Allen, hitting

Please see SHOOTING, page 7

HOW COULD IT HAVE HAPPENED? — Pinellas Park High School students were shocked and grief-stricken moments after Thursday's shooting of three teachers in the school cafeteria.

NEWS Photo by JOHN KAMINSKI

GO NO FURTHER! — Patrolman Fred Jenkins warns residents to stay back near home where Jason McCoy was armed and hiding from police. McCoy's mother, Toni, is escorted by Jenkins.

NEWS Photo by VICTOR MORGAN

I TOLD YOU TO STAY BACK! — Pinellas Park Police Patrolman Dominic Colouites orders *Tampa Tribune* photographers Todd L. Chapell, left and Bruce Hosking, rear, to retreat from the scene of the action Thursday at Pinellas Park High. Colouites showed a flash of temper when frustrated by repeated attempts of media representatives to get closer to the scene. NEWS Photo by JOHN KAMINSKI

GRAFFITI

from page 1

Mrs. Heminger, appearing weakened by the barrage of emotion from the angry parents, had admitted some incidents about guns and students had not been reported to the press and responded, "that wasn't to say we were trying to hide things." She mentioned the issue of "juvenile confidentiality."

The parent retorted: "We NEED to know what's going on here!"

Other parents talked of metal detectors and more police officers being assigned to duty at the school.

The issue of student security at the 12-year-old high school degenerated into fear and mistrust after Monday's meeting. A parents' group began forming and will meet Sunday at a location away from the school.

Stories the parents told and the questions they asked that were left unanswered tended to be incendiary.

One parent said that immediately after the shootings occurred Thursday, her son told her that front office personnel locked their doors, leaving beleagured students trying to flee the cafeteria banging on the doors, begging for safe harbor from the violence that was taking place.

That specter looms large in the minds of parents who, after Monday night's meeting wonder if it's safe to send their children to Pinellas Park High School.

PARENTS

from page

answers."

Another woman said: "I (assistant principal Richar Allen) has given his life for wha For some punk?"

"We may be slow in facing t fact this is happening," Mr Heminger admitted. Sh acknowledged that several i stances of guns in the school ha not been reported because the i cidents involved "juvenile con fidentiality."

The biggest rounds of applau occurred when two parent separately pleaded for a need t teach morality. "We need God i the schools," one remarked to thunderous ovation.

Ivy Villafana of Pinebroo Estates, a mother of two PPH students (one a former student reacted harshly to the school ad ministration's attitude.

"She (Mrs. Heminger) placate and baloneys everyone. They tr to placate us just like they placat the students," she said.

"None of this would have ha pened if, when they are about t suspend a student, that student sent to a counselor instead of ju being sent home." Mrs. Villafan insisted that a suspension mean little more to a student than bein a free day off from school.

After the tumultuous meetin parent Linda Leotti stood ou side, gathering telephon numbers for a parents' meetin Sunday. "Parents for a Sa School" was the tentative nam of the group.

All day Tuesday Mrs. Leot negotiated with various organiz tions to find a place for the grou to meet. She expected son 200-300 parents would attend.

Monday's meeting started o peaceably enough. Mrs. Her inger won the crowd over wi her moving and compassiona explanation of events and fee ings at the school.

She invoked a prayer at t outset "to help us with unde standing what is beyond o understanding."

"Tragedy is never easy," s said. "And this is doubly di ficult, coming as it did in such cruel, violent and unexpecte way."

"It's difficult to teach your kids how tenuous life is," Mr Heminger continued. "The think they're immortal."

The principal then recounte the events of Thursday *(see story upper left, page 1)* and sai school officials had searched al lockers over the weekend an found no more guns.

Then, back by Area Superi tendent Vyrle Davis, she began t field questions from the pack auditorium.

Emotion took over. Pare after parent expressed a range emotions from fear and conce to compassion for the boys w are charged with the crimes.

Then misunderstanding mo in and Mrs. Heminger, visi tired from the exchanges, end questions and advised parent address a cadre of counse who were stationed at va locations throughout the au

Outside, Mrs. Leotti pas signatures and said that m officials who promised to ticipate in the 10 p.m. news view failed to do so.

When informed that were signing a petition the school and vowing t themselves, a weary Heminger responded:

"If that's what it tak them well."

SHOOTING

from page 6

him in the temple, and once at Mrs. Blackwelder, hitting her in the midsection, succeeding in freeing McCoy.

Both students ran out of the front entrance, the principal said.

Pinellas Park police already had arrived at that moment, Mrs. Heminger explained, because they had been called earlier about the presence of a trespasser, who was not named.

The Effects

Immediately after the incident, chaos ruled. Students were given conflicting instructions, then finally sent home. Parents who heard reports on radio and television rushed to the school to find their children, many of whom already had gone home.

As news rippled through the community, confusion spread.

The day after the shooting, 30 trained counselors from throughout the county were at Pinellas Park High, ready to lend an ear and a shoulder.

Only a third of the student body showed up for classes, and classtime was not spent in pursuit of learning, but about facts.

Rumors of more violence, fueled by ugly graffiti, were rampant. People were frightened. The media, which had gone to unparalleled lengths covering the chain-reaction Thursday, were banned from the school Friday.

The night before, the late television news was predominantly about Pinellas Park. Jason McCoy's mother, Toni, was interviewed by Channel 44. She explained to a reporter that the two boys had run away the previous night from the Harless home, where both were living, and had stolen the guns Thursday morning.

Pinellas Park NEWS Springwood reporter Jack Brinton reported that the two boys spent Wednesday night in the condominium's clubhouse.

Other Reports

A report that surfaced the day of the shootings said that McCoy and Harless were out to shoot another student who had "stolen" McCoy's girlfriend. That report was given more credence after McCoy fled to her house after the shootings and left her a note allegedly pledging his love.

The school newspaper, *Powder Horn Press*, was due for publication Friday, but its distribution was delayed indefinitely by Principal Heminger, who contended that a diagram of the shooting scene was incorrectly drawn.

One hard fact underlining the tragedy was that McCoy had been suspended from school Wednesday and Mrs. Blackwelder had signed the suspension papers.

Daily newspapers reported over the weekend that Harless had undergone psychiatric treatment at Horizon Hospital on U.S. 19, but that his treatment had been discontinued when the family's insurance ran out.

Some parents at Monday's meeting disputed Mrs. Heminger's version of the events. Their children, who had been within a few feet of the shootings, had told of a fight, which the school administration did not mention.

The Victims

Assistant Principal Allen has been in critical condition ever since being airlifted from the front walk of the school by Bayflite Helicopter. Principal Heminger has been quoted as saying he is not likely to recover.

Bayfront Hospital spokesman Maxine Michael said earlier this week: "His chances are remote. His condition has deteriorated as a natural progression of his injury."

Tuesday, students at the school began talking about a scholarship fund in his honor.

Mrs. Blackwelder is recovering, despite serious wounds to her abdomen. Bloznalis was merely injured and never hospitalized.

Beyond the three education professionals, other teachers and especially students will bear mental scars. Counselors were available at Monday's parents' meeting and many heard the anguished fears of parents and students.

But few came away reassured that problems with violence at Pinellas Park High School, which have flared up all year long, are over. Principal Heminger summarized faculty attitudes in a moving and sincere way in the early part of parents' meeting — before tempers erupted.

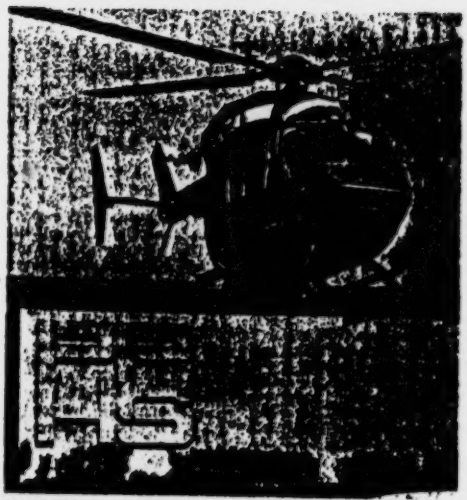
"Why would an administrator confront a student under these conditions?" Mrs. Heminger asked the parents rhetorically. "Because you do not expect NOT to be obeyed by a student," she answered her own question.

"It's hard to realize that we have people in this world who are not following normal (behavior) patterns," she continued. "We realize we have in our possession the most valuable parts of your life. And the reason we are here as teachers is not just to supervise their (the students) behavior, but to make sure they're safe."

Mrs. Heminger made one more remark about the teachers and administrators to the assembled parents at the Monday meeting:

"If it came down to a case of standing between your child and a gun, they would be there."

That's what it came down to, Thursday, Feb. 11, 1988, in a huge cafeteria filled with more than 500 students.



INTENSIVE — AND SPEEDY — CARE — The Bayflite Helicopter airlifts Assistant Principal Richard Allen from Pinellas Park High School to Bayfront Hospital, where he remains near death with a bullet wound to the head. NEWS Photo by JOHN KAMINSKI

MEETING THE PRESS — Pinellas County School Information Officer Carol S. Jackson fields a question from a reporter about the shooting while Pinellas Park Police Chief David Milchan and Sgt. Erik Sandvik await more questions. NEWS Photo by JOHN KAMINSKI

More Than Just Two Runaways

By JACK BRINTON
Springwood I Columnist

It appeared to be a simple teenage overnight runaway escapade that involved Springwood I, but it turned into a tragic shooting at Pinellas Park High School cafeteria last week.

Early-riser Bob Cobb unlocked the clubhouse doors as usual at 7 a.m. Thursday, Feb. 11. He was surprised to find two bikes parked in the poolroom, but continued on his morning walk.

Custodian Joe Dougherty came to work at 7:15 and discovered two teenage boys who had been sleeping in the men's sauna bath. He ordered them out and they fled on the bikes, leaving behind a knife, a radio, pillows and blankets. Dougherty described the boys as neatly dressed, about 16 years old.

Police were called and an officer was making out his report, noting no forcible entry but possible trespassing. A call came to him from headquarters notifying him that a mother in our area had reported two missing boys.

The case appeared to be closed until news spread about the noon shootings at Pinellas Park High.

Before the news a somewhat distraught mother, Cheryl Harless of 10201-56th St. N., a nurse who works nights, arrived in the clubhouse to pick up items left behind. She said one boy's suspension from school (Jason McCoy) and a quarrel he had with his mother, who insisted on his returning home to live, triggered the runaway.

It is not known whether the boys while in Springwood had guns, but Custodian Dougherty did not see any.

There was a dinner at the clubhouse Wednesday evening. Bob Cobb locked all the doors about 7:30 p.m. except the north door, which was left unlocked so the caterer could pick up the dinner remains. The caterer, Dean Winky of Largo, locked the door and double-checked the lock at 9:15 p.m.

A nephew of Springwood's Arlene Hartnet was close to the shooting in the cafeteria. He threw his tray in the air and hit the floor. My granddaughter was waiting her turn to enter the cafeteria and escaped having to witness the shootings.

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STORY 4

ACCESS NUMBER	189167
NEWSPAPER	(c) THE WASHINGTON POST
DAY	TUESDAY
SECTION	METRO
PAGE	b01
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STORY TYPE	NEWS DC
DATE	01/31/89
HEADLINE	SECOND SUSPECT IS CHARGED IN WILSON SHOOTINGS
BYLINE	Sari Horwitz
CREDIT	Washington Post Staff Writer
ART	ILLUSTRATION,,william hennessy for TWP

START-OF-TEXT

A 16-year-old Southwest Washington youth was charged as an adult yesterday in the shootings last week of four students at Woodrow Wilson High School.

Leroy Peterson of the 200 block of K Street SW was ordered held on a $3,000 bond by D.C. Superior Court Commissioner Thomas Gaye after Peterson was charged with four counts of assault with intent to kill while armed. Under Gaye's order, Peterson must observe a 7 p.m. to 7 a.m. curfew if he posts bond and must not come within five blocks of Wilson High School, at 40th and Brandywine streets NW near Wisconsin Avenue.

Peterson is the second person to be charged in the Thursday afternoon shootings, which involved one or two semiautomatic weapons and stemmed from a dispute over a seat next to a girl in the cafeteria. Rodney Reardon, 18, of the unit block of N Street SW was charged Friday with four counts of assault with intent to kill and ordered held on a $15,000 surety bond.

Reardon also appeared yesterday in Superior Court, where his attorney tried to get the charge against him reduced. The attorney, Public Defender Samia Fam, argued that there was no intent to kill because Reardon had made no threats beforehand.

She also said that a weapon was fired at close range, and "if there was an intent to kill, it would have been accomplished."

"There were four targets there," Fam said. "They were all hit in the leg. None of them were hit in the chest."

Three of the Wilson High victims, Jermal Smith and Kofi Martinez, both 17, and Tyrone Whitfield, 18, were shot in the legs. Lazaro Santacruz, 17, was shot in the lip.

"Surely it's not your position that for assault with intent to kill, someone has to die?" asked Commissioner Gaye, who did not reduce the charge or lower the bond.

Peterson's attorney, Keith Watters, tried yesterday to get him released on personal recognizance by arguing that he was young and had

turned himself in to police Sunday.

"He turned himself in only after police came to his house looking for him, and he wasn't there," said prosecutor Ellen Bass, who asked for Peterson to be held on a $50,000 bond.

Police arrested Reardon at Peterson's home early Friday morning.

"He fled the scene and there were many, many eyewitnesses who could identify him," Bass argued. "He has contacts with the (criminal justice) system, and there is a strong chance he will flee."

Watters would not say whether Peterson is a student or which school he attended. He said only that Peterson lives with his parents, who are civil servants for the District. Gaye said in court that he had no criminal conviction.

The Wilson High incident began at lunchtime when Smith, a student, left his cafeteria seat briefly. A man who does not attend the school but was frequently seen there by students then sat down in the seat, which was apparently next to the man's girlfriend.

When Smith returned to his seat, the two got into an argument and the man threatened to continue the fight outside, according to police and witnesses.

After school, Smith and three of his friends, Santacruz, Martinez and Whitfield, approached the man across the street from Wilson about 2:30 p.m., and two gunmen opened fire.

According to a police affidavit made public yesterday, Peterson allegedly pulled a gun from under his tan quilted coat.

Santacruz told police that Peterson was "holding the gun out straight, aiming at my head," according to the affidavit. At the scene, police found at least 11 casings from a 9mm weapon.

A preliminary hearing for Reardon and Peterson was set for Feb. 8.

Wilson's 1,500 students will return to the school today, and four additional guards will be on duty, as they were the day after the shootings.

The D.C. school board has asked the city for $1 million to hire 60 more security guards, all for elementary schools. Some principals have banned students from wearing coats and carrying book bags during class hours for fear they could conceal weapons, and others have relied on such methods as peer counseling or requiring school uniforms as ways to ease tension between teen-agers.

@CAPTION: Leroy Peterson, left, listens to charges. Right, Rodney Reardon appears before Superior Court Commissioner Thomas Gaye.

END OF STORY REACHED

STORY 5

ACCESS NUMBER	188935
NEWSPAPER	(c) THE WASHINGTON POST
DAY	MONDAY
SECTION	METRO
PAGE	d05
LENGTH	03 INCHES

Young had own brand of madness

Investigators comb through his diaries

By CATHERINE WARREN
and PAUL KRZA
Star-Tribune staff writers

COKEVILLE — David Young's peculiar philosophy and brand of madness were his alone, investigators speculate, and his influences apparently were not radical politics but mainstream literature.

The clues, however, are jumbled. A photograph of Young shows only a man with an undefined, boyish face, surrounded by curly brown hair and beard. The photo, a studio portrait, also shows Doris, three girls and a boy — all equally unremarkable.

Terrorism
Related story, B1
a4plusion

A pyschiatrist who testifies in criminal cases says it's rare when such crimes aren't foreshadowed — either by previous criminal acts or by obvious indications that something's about to happen. Young provided neither.

Young's books, diaries and records are better help. Together, along with his wife's diaries, they paint a picture of a man focused on the future and its "new race."

Sometime between the time the Youngs sat for their family portrait and their deaths, they had begun to prepare for a potential gun battle with police, Tom Ousley said.

Young, in addition to being a gun nut, was also a person who liked airplanes, liked to camp, and viewed himself as being able to survive anywhere, according to investigators.

Friends said Young would spend long periods by himself, or spend days in the desert in Wyoming and Idaho.

But he appeared mostly unwilling to share his personal philosophies, and a post-mortem pyschological analysis by the federal Bureau of Alcohol, Tobacco, and Firearms concludes Young was a "totally independent thinker" and not influenced by outside groups.

Young's lack of a criminal record and his giving no outward indication of what he was planning puzzled a Kansas pyschiatrist who has testifed occasionally in Wyoming criminal cases.

"It's a real rare situation that you encounter, when an average citizen decides to commit a crime for some reason," said Dr. Neil Roach, chairman of the Dept. of Psychiatry at the University of Kansas. "Occasionally, you find a rare individual who doesn't give any clue."

Young's plans for Cokeville may have been "an event that lived in his fantasy," Roach said.

Fantasies are normal, but most people usually reveal them to others, and don't carry them out, he said.

A page of one of David Young's diaries, without a date, suggests he was concocting a scheme of some kind in 1980-81.

The small page reads as follows: "Formula 73-74, equasion, Idea 80-81, by myself, w/ other people, commenced 12-15-84, Organization Biggie, BNW, Truth, Example, people complaine, I'm doing."

In Doris' diary, one sentence read, "I wonder what we'll be called in the new world."

David Young had also made a passing reference to the "new race." Among the books recovered from their Idaho storage unit were two books by Alvin Toffler, "Future Shock" and "The Futurists," as well as a book by Isaac Asimov on the sciences.

On May 9, Doris wrote in her diary that the couple was packing. She wrote that she felt she should be talking to Dave and making profound statements, but instead, they were just making sure they were packing everything.

But it's easy, pointed out Hartley, to speculate and make connections that don't exist.

"We're still not sure she knew what the 'Biggie' was," he said. "We assume a lot. There's enough in there to make you wonder because we know the ultimate end."

The Youngs traveled extensively in the two years before their death, with Young not keeping any regular job. While he had been in law enforcement for years, in 1980, he started working in a mine in Idaho, a job he abandoned in 1984.

Young kept meticulous records, investigators said, of everything from the mileage on his Subaru, to whom he bought guns from and what he paid for them, to what he ate. Doris kept similar records, but also wrote a lot of letters to friends.

Young even kept all his school records, which indicated nearly straight A's in college, especially in sociology, psychology and law enforcement.

Hartley said Young's books are filled with notations in the margins giving his lengthy interpretations of what was written.

But one acquaintance differed about how bright David Young was, and said he liked to make it appear he was smarter than others.

In a rambling 1½ page statement he passed to teachers during the hostage situation, Young laid out part of his personal philosophy, which appears incoherent: "But would we internalize these various concepts, we realize the relativeness of these various forumulas, that knowlege is indeed relative, therefore untrue, therefore unknowledge, certainly nothing unless false heed."

But as diaries take on significance after the tragedy of May 18, so does one phrase near the end of Young's diatribe:

"We die our own death, remember?"

Sunday, May 25, 1986 Star-Tribune, Casper, Wyo.

Second page

Continued from A1

trait and 10 days ago, when David and Doris Young held Cokeville Elementary School hostage, the couple whom investigators described as "average Joe Blow-type Americans" were transformed into "revolutionaries" who met bloody deaths of their own making.

Investigators now feel that a major change — at least in David's life — came about five years ago, during a bitter custody battle with his former wife, Tanna. Young won custody of his two daughters, Princess and Angelina.

It was at about that point, they say, that Young began formulating "The Biggie" — the act that would spark Young's vague plan for revolution.

Investigators are reticent to talk about the personal lives of the Youngs and their children. The children, they say, have been persecuted enough. But they are willing to share and discuss the elements that may be connected to the May 18 bombing, although one pointed out that they are "just scratching the surface."

The clues lie in the stack of diaries — some going back to 1958, and in interviews with relatives and friends.

David, 42, and Doris, 47, investigators now say, almost certainly acted without the influence of a right-wing or extremist groups. Investigators established no contact between the Youngs and any radical group and found no radical literature among their possessions.

Investigator Ron Hartley said that whether other people were aware of their plans is still being examined. Friends and relatives deny any knowlege of Young's plans.

Doris Young, while she participated willingly in the scheme that the couple dreamed would bring them $300 million, was under her husband's influence, according to Lincoln County Investigator Earl Carroll. Carroll described David as being a "disciplinarian to the point of physical violence," both with his children and his wife.

"You've got, and this is strictly my opinion, a man who was very domineering and a wife who would do anything for her husband. She gave her all," Carroll said.

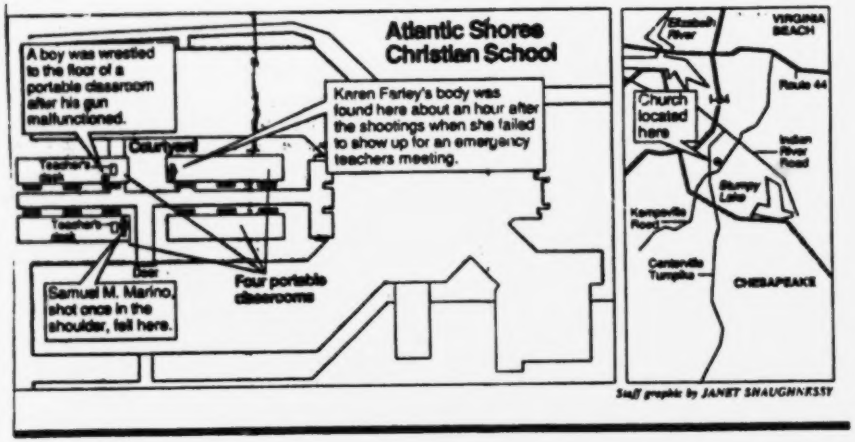
DAVID YOUNG
Actions still baffle authorities

She also gave her life. Investigators now feel Doris was alive after she accidentally detonated the incendiary part of the bomb in the first-grade classroom. She may have lived for as long as 10 minutes, despite severe burns on her back, while the room emptied of its burned, screaming victims. Then David Young, whom witnesses told investigators they saw standing in the doorway, may have lifted his .44-caliber Magnum handgun and sent two bullets into her skull before killing himself with one shot in the head.

In Cokeville — where Young was derisively called "Wyatt Earp" during his six-month stint as marshal in 1977, because of his Western-style holster with a leather thong to tie it down — he frequently was seen cleaning a rifle, a former acquaintance said.

But even with what looked like a small arsenal in the school, and his fifty-plus guns, the type and number of weapons Young had isn't that unusual, especially for someone who traded at gun shows, a Rock Springs-based gun show promoter said. In fact, the weaponry described by law officers appeared light for someone who was contemplating a long siege and

Teachers gunned down in class


Atlantic Shores Christian School
A boy was wrestled to the floor of a portable classroom after his gun malfunctioned.
Karen Farley's body was found here about an hour after the shootings when she failed to show up for an emergency teachers meeting.
Courtyard
Teacher's desk
Teacher's desk
Door
Samuel M. Marino, shot once in the shoulder, fell here.
Four portable classrooms
Elizabeth River
VIRGINIA BEACH
Church located here
Route 44
Indian River Road
Kempsville Road
Centerville Turnpike
CHESAPEAKE
Staff graphic by JANET SHAUGHNESSY

SAT DEC 17 1988 VIRGINIAN-PILOT & LEDGER-STAR

Jammed gun holds toll to 1 dead; student held

Elliott, Nicholas

By Thomas Holden and Matthew Bowers
Staff writers

VIRGINIA BEACH — A teenager went on a shooting rampage Friday at Atlantic Shores Christian School, killing one teacher and critically injuring an assistant principal before he was wrestled to a classroom floor, police said.

A bloodbath was avoided when the gun, a commando-style semiautomatic, malfunctioned after the youth burst into a portable classroom filled with students and fired two shots, police said.

As students cowered on the floor, crying out, "Jesus save us!" a teacher tackled the youth.

"Once you see what went on in there, it's a miracle that we didn't have more people killed," said Police Chief Charles R. Wall. No students were wounded.

The shootings began about 10:30 a.m. in the school's courtyard, where four portable classrooms had been set up. The school is at 1861 Kempsville Road.

The dead teacher was identified as Karen H. Farley, 41, of 1600 Hydenwood Crescent in Chesapeake's Forest Hills. Her body was not found until about an hour after the shootings ended and she couldn't be found at an emergency teachers meeting.

Farley's two children were in the school at the time.

The wounded assistant principal was Samuel M. Marino, 37, of Drylie Court in Charlestown. He was shot at least once in the shoulder. He was listed in serious condition at Sentara Norfolk General Hospital.

Because he is a juvenile, police did not release the suspect's name. But a variety of police, relatives and neighbors identified him as Nicholas Elliott, 16, of the 1500 block of Colon Ave. in Norfolk's Campostella neighborhood.

The Rev. Donald E. Taylor, pastor of the Greater Mount Zion Baptist Church in Foundation Park, said he talked with Elliott's mother, Estelle. "I had prayer with her," Taylor said. "You could tell she was quite distraught. She seemed to be doing fairly well under the circumstances."

Elliott was charged with first-degree murder, malicious assault, four counts of attempted murder, six counts of using a gun to commit a crime and three counts of discharging a firearm in an occupied building.

Hours after the youth's arrest, police found what appeared to be three Molotov cocktails in his locker.

Paul J. Pokorski Jr., Fire Depart-

Please see **TEACHERS,** *Page* **A3**

38

TEACHERS

continued from Page A1

SAT DEC 17 1988

ment battalion chief, said the alleged bombs were made from small glass bottles. They were filled with liquid, but it was not known what kind, he said. Pokorski said it would take a couple of days to analyze the items.

Police also confiscated the gun and an unknown number of spent shell casings and began tracing where the youth got the weapon. They said it looked like an M.A.C 10, a hand-held military-style assault weapon. Some models can function like machine guns. Police said the gun could have been a copy of an M.A.C. 10.

The federal Bureau of Alcohol, Tobacco and Firearms, which monitors gun registries nationwide, and police were trying to trace the weapon's origin.

"Apparently we have a young man who snapped," the Rev. George Sweet, pastor of Atlantic Shores Baptist Church, said. "We love that boy. We want to minister to him. We want to help him."

Police were attempting to reconstruct the sequence of events and said they had not resolved questions about who was shot first and the path they said the boy took as he ran from portable to portable firing his gun.

It was not known if Marino was teaching a class when the shooting began.

Police said the boy apparently carried the gun in his knapsack and arrived by bus. It was not known if he attended any classes before the shooting began and why he is alleged to have fired only at teachers in the portable classrooms.

Witnesses said after the boy chased one instructor through the courtyard and shot Marino, he ran toward a classroom of Bible students.

The Bible teacher, Hutch Matson, and a student, James C. Wright, locked the door just as the youth turned and climbed the stairs. Realizing the door was locked, the youth shot out the window and burst in, Wright said. Chaos erupted.

He said the boy aimed and fired two shots and missed, as students cowered on the floor and cried out, "Jesus save us! God save us!"

Wright said the boy aimed at a student. The gun jammed. Matson raced toward the gunman and tackled him, Wright said. The gun fired once more.

Wright described what he saw in the courtyard.

"I just saw Mr. Marino get shot three times," said Wright, 17, an 11th-grader. "I locked the door. And after that he came over to our portable and shot the window through.

"I heard the first shot. I looked out the door and saw Mr. Marino . . . keep getting shot . . . He was inside the portable — he wasn't point blank or anything. . . I was kind of in a daze.

"He just came over to our portable, and Hutch went over there (to the door) and everyone started praying in a corner. That's when the gun froze and didn't fire.

"As soon as Hutch tackled him, another shot went off. At that time, as soon as I saw Hutch get a little control over him, some guys and I went over and got the gun from him and I proceeded out the door."

Wright carried the gun outside to take to the pastor.

"I was in shock and a little dazed," Wright said. He headed toward the nearby sanctuary, but saw a teacher first. "I told the teacher to take the gun. I don't want it anymore. I was told to go to the sanctuary."

In the sanctuary, Wright said, "Everyone just prayed. Some people were in prayer groups, and some people were just praying alone.

"The locking up of the gun — that was just a miracle in its own. That's what you call a true miracle."

About 40 children witnessed the shootings. The chaos that followed saw students and teachers crying and anxious parents arriving to take their children home. Administrators quickly put the children in the church and convened an emergency meeting. They soon realized Farley was missing.

Police then began a search of the classrooms. When one officer could not open the door to Farley's portable, he broke the glass and found her dead by the door.

"How do (the students) cope with this?" asked James Cornish, supervisor of emergency services unit for Virginia Beach Comprehensive Mental Health Services.

Cornish said the staff will be on alert for the next 72 hours to help students and teachers deal with post-trauma stress. He said the most severely affected are students who were in the classroom at the time of shooting.

Marino, the father of children aged 4 and 7, was treated for a gunshot wound through the shoulder at Sentara Norfolk General. "He's doing well; he's doing well," said Jackie Marino, Sam Marino's 36-year-old wife who was at her husband's hospital bedside.

Donna Atol, from the Virginia Beach Social Services Trauma Team, is overcome outside the school.

"God knows everything that is supposed to happen," she said, and smiled. "He knew this would happen — He knows the future, the past and the present. I get my strength from Jesus Christ."

Sweet said his church is ministering to the faculty members, families and students at the school. He said the students are "shocked and stunned."

The church offices will be open Saturday to offer "counseling and consultation."

"Now it is up to us as Christians to pull together," Sweet said.

The school originally planned to close on Wednesday for Christmas but now will be closed Monday. Sweet said it possibly may open for some special sessions for the children, but he will consult with professionals to get their advice.

"It might be a good idea to bring them back for a bonding situation," Sweet said.

A memorial service will be planned in conjunction with the funeral. Farley was a member of Faith Baptist Church in Chesapeake.

To keep parents informed and put them at ease, the church held a special meeting for parents at 7 p.m.

Atlantic Shores Baptist Church has been in existence seven years; the school has been open four years. The church began with 65 students and now has 510.

"I used to think that you'd be safe in a church," said Dianne Elliott, whose son is a ninth-grader. "This proves this can happen anywhere."

Dianne Elliott is of no relation to the suspect.

Kathy Pollak, whose daughter took geometry from Farley, said other parents were shocked that the incident took place at a Christian school, but they shouldn't be.

"Not everyone who goes to a Christian school is close to the Lord, saved or perfect. What can I say?"

Mark Shallenberg, a 12-year-old seventh-grader who had Farley as his second-bell math teacher and counted the suspect as one of his friends, said: "This morning I noticed when I said 'Hi' to him he seemed kind of distant, like he was thinking of something.

"I just didn't know. . . . He wasn't one of the most popular kids around school but, yeah, he had friends.

"He was always real nice and happy. He was never angry."

Contributing to this story were staff writers Mark O'Keefe, Rose Ellen O'Connor, Debbie Messina, Beverly Shepard and Joe Jackson.

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Schools locking out the threat of crime

FEB-26-89

By Laurie Goering

Last May, a mentally disturbed woman named Laurie Dann walked into a Winnetka grade school and set in motion the biggest push to tighten school security since the turbulent '60s.

Nearly every school district in the Chicago area has begun taking measures against intruders that just a few years ago they would never have considered.

But many school officials who have led the way also fear they are fundamentally altering the way schools operate. The locked doors and guards, they say, are teaching children to fear the outside world and are closing out the community and parental involvement they have tried to foster.

"We've gone to inordinate lengths to create the image that these are your schools, come on in," said Bill Smith, superintendent at elementary School District 126, which includes parts of Alsip and Oak Lawn.

But now, he said, his schools, like many others, are locking all but the front door. Visitors are treated more suspiciously, asked to wear badges and sign in and out.

"We don't want people to think they're not welcome," he said. But some inevitably will, officials say.

"I never thought we'd see the day where we wanted to lock all of our doors," said Thomas Scullen, superintendent at Indian Prairie Unit School District 204, in Aurora and Naperville.

But at the district's new May Watts School, opened two weeks ago in Naperville, every door will be locked 24 hours a day, he said, and officials have developed a code-word alarm system and a perimeter plan.

"For a while, we opened every door, invited everybody in," he said. "Now we're locking up."

The strict security is in part a reaction to "a big increase over the last two decades in crime and assault in schools," said James Garbarino, president of the Erickson Institute, a Chicago-based program offering advanced study in child development.

Though the number or intensity of conflicts hasn't necessarily increased, "the associated violence has," he said. "Conflicts that in the past might have led to fistfights now lead to shootings," because of what he calls "the tremendous prevalence of guns."

And though cases like the Laurie Dann incident, which left one child dead and five injured, are extremely rare, he said, school officials have come to realize that "much of the crime that goes on in schools is perpetrated by non-students," people who have taken advantage of an open-door policy.

That realization, driven home by Dann's rampage May 20, has led almost every Chicago-area grade school to take new steps to monitor or keep out strangers.

At Community Consolidated District 59, which includes parts of Arlington Heights, Mt. Prospect, Elk Grove Village and Des Plaines, school officials have begun an ID program, under which anyone not regularly assigned to a building—including the district superintendent—must wear a formal ID or visitor's patch when entering, said Al Lawson, the district's director of business services.

"We want to encourage parents to come in and visit, but before you do, we're going to put a label on you," he said. "It's a shame we have to do it, but we do."

At Kirby School District 140 in Tinley Park, every door at every school is locked, said Supt. Arnold Drzonek, despite the fact that Tinley Park has one of the lowest crime rates in the suburbs.

Officials also are considering buying walkie-talkies for playground and school bus monitors and installing intercoms in each classroom, Drzonek said. Surveys have been sent home asking for other security suggestions and comments.

In the Chicago Public Schools, most doors except the front door have no outside handles or are kept locked, according to spokesman Bob Saigh. All high school students are required to carry, or wear, identification, and in some schools teachers also must display identification tags. Each day, 90 Chicago police officers are assigned to make checks on the schools, Saigh said.

Still, Drzonek and the others concede, the security measures would do little to stop an armed person intent on violence.

"All the doors are glass," Drzonek said. "If someone really wanted to get in, it wouldn't be too difficult."

"You're not going to stop a guy with an AK-47 walking out on the playing field," added Bob Rubel, of the National Alliance for Safe Schools in Maryland. "If they're going in, they're going in."

As a result, some administrators believe the costs of increased security outweigh its value.

"Given the scarcity of resources, the costs would be astronomical to retrofit buildings to make them security safe," said Dr. John Barbini, an assistant superintendent at Schaumburg Community Consolidated District 54. The schools, he noted, originally were designed with lots of doors and big windows "for easy access. It's difficult to try to retrofit them and change that whole philosophy."

"If you want to guarantee safety in a school, you make it a prison," Rubel said. "You install metal detectors, demand positive ID, inventory kids from room to room. We don't want to do that."

Still, some schools have found other ways to address security. Uniformed police patrol at Rich East High School in Park Forest.

Though it sounds draconian, assistant principal Anthony Moriarty said, the specially selected officers do not carry guns and many teach classes and help students with their problems. That has alleviated many fears, initially felt, that the police had been brought in because problems were so serious students were in imminent danger, he said.

But in other schools, some administrators fear, strengthening security only convinces children they have reason to be afraid, particularly when they are bombarded in and out of class with information suggesting they are possible prey for kidnapers or killers like Dann.

A recent survey in Toledo schools, Garbarino said, found that nearly all 5th graders felt there was a risk of being kidnaped and 40 percent "said they thought it was likely they would be kidnaped."

Garbarino also tells of how another researcher, visiting schools in the north suburbs, stopped in at the boys restroom and panicked a 2d grader, who fled. "The man realized that was one of the places Laurie Dann shot one of the kids," Garbarino said.

"In this setting [of increased security], you're communicating to elementary school children that there are really evil, really bad people living in their community and you have to protect them all the time," Rubel said. "That's a dangerous signal to give to little kids."

"We're improving security, but at what cost?" Smith said. "There are too many people scared of this world already."

Still, most parents and administrators feel some increase in security is necessary to counter rising fears about an uncertain world.

"That's the more fundamental tension, coming to grips with the realization that the world is not as safe as we thought it was," said Dr. Donald Monroe, superintendent of the Winnetka district where Dann struck.

"Here in the suburbs we felt we were safe. We had some sense of isolation and insulation," he said. "But since May 20, when Laurie Dann hit, certainly we are more fearful."

"We try to take precautions but there's no absolute in this," added Drzonek of Tinley Park. "No one can ever say you're safe enough."

Practicing for disaster. *First grader Ronald Dooms learns to dive for cover if a gunman ever threatens his Mentor, Ohio, class*

These perilous halls of learning

SCHOOLS ■ The threat of classroom crime shadows even quiet suburbs

"Earthquake drill!" shouts Sue Hanson, a first-grade teacher at the Fairfax Elementary School in Mentor, Ohio, and her students scramble under their desks. Without frightening the children unnecessarily, the teachers and administrators of this suburban Cleveland school district now use these drills regularly to prepare the children less for natural disaster than for the truly unthinkable: "We don't want children running helter-skelter if someone decides to come in and take potshots at them," explains the principal, Gayle Shaw Cramer. Should a threatening person ever make it past the front desk, the office would announce a code phrase on the public-address system, the teachers would give the order, and the students would hit the floor.

Mentor's children will probably graduate without ever actually needing to take cover. But in preparing for the worst, the district's administrators have recognized a truth that many parents have not yet even considered. Schools are no longer, by definition, sanctuaries of learning where children are secure. It's the rare tragedies, the random murders in classrooms and schoolyards that capture headlines: Within the last 10 months, gun-toting intruders have killed eight youngsters in Illinois, South Carolina and California elementary schools. But the danger of lesser violence is much more pervasive than most parents suspect. Three million crimes are committed on school grounds each year, during which some 183,590 people are injured. On any given day, 135,000 youths enter schools carrying guns. Often, school crime is a case of a child's losing lunch money to an older, tougher schoolmate. In suburban Fairfax County, Va., last month, a 9-year-old girl was sexually assaulted in a school bathroom by a man with a knife, who is still at large. Outside an Irvine, Calif., high school earlier last month, two teenagers broke the leg of a 15-year-old boy they suspected of snitching to police about their drug sales at school.

Mom patrol. *At the Cornwall, N.Y., high school, monitor Judy Holbrook is ready to head off trouble before it starts*

Preventive action. It may be impossible to keep out the truly deranged and determined odd gunman. But experts insist that schools can act in advance to protect students against most crime without turning campuses into armed camps. "Most schools were designed when the worst disciplinary

problems were kids running down the hall and chewing gum in class," says Ronald Garrison, field services director of the California-based National School Safety Center, a research organization. All entrances may be kept open, for example. Walkways may be poorly lighted, so kids who leave after-school activities during the winter months do so in the dark. Playgrounds may be unfenced, and recess periods unsupervised. Garrison estimates that two thirds of all schools need to make their buildings more physically secure and to institute better security procedures. In Cornwall, N.Y., a suburb 40 miles north of New York City, mothers are paid to patrol the high-school halls, partly to help keep students in line and partly to weed out the occasional dropout or graduate who might wander in looking to start trouble.

Parents may have to prod school authorities into action when there has been no crime wave yet. You can get a sense of school security by quizzing your children about how often they see strangers wandering the halls and how vigilant teachers are about breaking up fights or enforcing truancy rules. An inspection is in order if you don't like the answers. Bettie Askew-Bryant, mother of an eighth grader at Brooklyn's Mahalia Jackson Intermediate School, made a spot check recently after she noticed that young security guards at other schools spent much of their time flirting with students. Askew-Bryant was pleased that the hallways seemed orderly at Jackson and that the school had hired female guards to handle security problems involving girls.

An unprotected rear. You have particular cause for concern if you can enter unchallenged through a rear entrance, as Lori Dann did last May before she shot and killed an 8-year-old boy and wounded five other children at the Hubbard Woods school in the quiet Chicago suburb of Winnetka. Now, mothers take turns sitting in the school's reception area screening all visitors, and the school keeps all doors except the main entrance locked from the outside. The schools in Fairfax County, Va., where the young girl was sexually assaulted last month, have just announced a similar policy. In high schools, a locked-door policy can save students from harm by ex-students or rival-school students prowling for trouble. To be doubly sure that tragedy will not repeat itself, police officers in Greenwood, S.C., where a gunman killed two elementary-school students and wounded nine students and teachers last September, now "adopt" schools, regularly eating lunch with kids and walking the grounds.

Secondary schools can take simple steps to head off student violence, such as blocking off little-used stairwells and eliminating separate bathrooms for faculty so that teachers travel regularly through these high-crime spots. Some larger schools have assigned non-uniformed security officers to roam the halls making "face checks" to gauge whether students seem content. Those who appear distressed are called aside for private interviews, a practice experts say often alerts administrators to student conflicts that they had previously failed to notice. Sometimes, more-radical solutions are called for. At the suggestion of parents worried about frequent fights and drug abuse, Bassett High School in La Puente, Calif., removed lockers so that students would have no hiding places for guns or drugs. Five New York City high schools have successfully deterred students from bringing guns into school by using metal detectors, and 10 more schools will put in detectors this fall.

Some preventive measures can be taken at home. A recent Florida survey showed that 86 percent of handguns that turned up in school were brought from students' homes. Not only should guns be locked away, says Dennis Smith, education director of the Washington, D.C.-based Center to Prevent Handgun Violence, but also locks should be kept on the triggers. And parents should encourage their children to leave extra cash, expensive-looking jewelry and electronic gadgets at home.

Jan. 18, 1989. *A classmate grieves after a school shooting in Stockton, Calif., left five students dead*

A positive approach. No parent wants to disillusion a child about school or, worse, make a child overly fearful. But you can make your youngster aware of the need to be alert and cautious without graphically describing the dangers. Instead, suggests Nathaniel Floyd, a psychologist who works in Westchester County, N.Y., schools, offer specific, positive ways your children can protect themselves. You can instruct a child to report to a teacher any stranger who appears to be aimlessly walking the halls, for example. Students of all ages can learn how to appear assertive and not easily intimidated, although they should be advised not to fight when challenged by a troublemaker. "Kids should tell bullies to leave them alone, leave the field with dignity and insist that an adult solve the problem," says Floyd. "Telling a kid to fight back will only make him more terrified." Parents of young children who are bullied by other students should make every effort to get parents of the offending child involved in preventing a recurrence. It helps immeasurably if a strong discipline system is in place. The National School Safety Center encourages schools to set up student groups that study safety problems and even hold court to pass judgment on violators. In Bassett High at La Puente, Calif., where parent-patrols of school grounds and the cafeteria have since 1981 made clear that nonsense won't be tolerated, crime has fallen by half. ■

by Ted Gest

A TRAGIC REPORT CARD

Besides the Stockton shooting, here is the past year's evidence that school crime can be deadly:

- **May 20, 1988.** Lori Dann enters Hubbard Woods school in Winnetka, Ill., shoots an 8-year-old boy to death and wounds five other children.
- **Sept. 26, 1988.** James Wilson kills two 8-year-old girls in a Greenwood, S.C., school and wounds seven students and two teachers.
- **January-February, 1989.** In Little Rock, Ark., a 19-year-old boy shoots a 16-year-old boy to death at a junior-high school; a 13-year-old boy shoots a 14-year-old girl on a school bus; a 13-year-old boy shoots at students in a high-school parking lot.
- **Jan. 11, 1989.** A Bronx kindergarten teacher finds a 5-year-old student with a loaded handgun.
- **Jan. 26, 1989.** Four students leaving Woodrow Wilson High School in Washington, D.C., are shot by two nonstudents after an argument over a cafeteria seat.

COVER STORY

USA schools wrestle with kid violence

By Burt Steel

SORINA: 'Pretty hairy' gun incident in school

By Judy Keen
USA TODAY

Virgil Sorina found himself in plenty of perilous situations in 17 years as a New Orleans cop. But he says being a school security officer is scarier.

Sorina last confronted a gunman at John F. Kennedy Senior High School on Jan. 17 — the same day Patrick Purdy mowed down five Stockton, Calif., elementary school pupils.

"He stuck a gun in my face. It was pretty hairy," recalls Sorina, 47. The intruder also threatened students with a gun before fleeing; Sorina and city police chased him across the school roof and through a bayou before catching him.

Schools are no longer refuges from the world's evils, as January schoolyard shootings in Washington, D.C., and Stockton attest. Wednesday, an 18-year-old man was stabbed to death by another student at Istrouma High School in Baton Rouge, La. Also Wednesday, a 10-year-old boy entered an Emporia, Kan., elementary school with a loaded shotgun. He gave the weapon up without firing.

Sorina says the violence is growing: "Schools are a microcosm of the community. We're experiencing the same thing at a housing project and neighborhood around the corner."

The toll in schools since May 1986: 16 deaths, 122 wounded in campus shootings. And it's getting worse:

▶ Each year, 3 million children are attacked at school;

Please see COVER STORY next page ▶

COVER STORY

Fear of 'certain halls'

Continued from 1A

weapons are used in 70,000 assaults, says Ronald Stephens of the National School Safety Center. "The trend isn't necessarily an increase in number of incidents, but in severity."

▶ In California — one of the few states where school crime must be reported — 28 percent more weapons were confiscated in schools in 1988 than in 1987.

▶ In New York, confiscations rose 25 percent last year.

▶ In 1988, 344 guns were confiscated in Miami schools. In 1987: 242. "Our schools are safe, but we're a reflection of society. It's getting more enamored with weapons," says Wayne Blanton of the Florida School Boards Association.

Parents, police and school officials are scrambling to protect vulnerable children — with guards, dress codes banning baggy clothes and book bags that can conceal weapons, sealed campuses, metal detectors, identification badges.

New Orleans schools have a dress code and use hand-held metal detectors. On some campuses, students can't leave during lunch. Yet this school year, besides Sorina's encounter: A trespasser shot a student and a passerby; outsiders driving around a high school blasted shots but hit no one; another intruder took shots at a security counselor before being caught.

"I don't think anybody knows what else you can do," says New Orleans school spokesman Henry Joubert.

The threat of violence distracts teachers and "interferes severely with the ability of kids to focus on what's taking place in the classroom," says Scott D. Thomson of the National Association of Secondary School Principals.

Some students simply stay away. In Stockton, 25 students still haven't returned to Cleveland Elementary School. The day after a Sept. 22 shooting at Chicago's Moses Montefiore school, attendance dropped 50 percent.

It's not just a big-city problem: Alberton, Mont., superintendent Gary Webber found two guns in lockers at his 59-student high school last week. "The only security measures we have are watchful teachers," says Webber. Elsewhere:

▶ At Washington's Woodrow Wilson High, where four youngsters were wounded by gunfire last week, four extra guards are on duty. The school board wants $1 million to hire 60 more guards, and some principals have banned coats and book bags. "We think it's very important to react, but not to overreact," says schools spokesman Charles Seigel.

▶ In Stockton, officials are considering locking school gates, name tags for employees and passes for visitors, and two-way intercoms in all classrooms.

▶ Eleven uniformed, armed school police patrol Oakland, Calif., high schools. Some schools hold "bullet drills": Students practice moving away from windows, ducking under desks.

▶ In Miami schools, a gun education program began last month. Some elementary school pupils are asked to raise their right hands and swear they will abide by gun safety rules.

It's hard to combat violence because its causes are so varied, experts say. Non-student trespassers are the culprits in many cases. In others, it's a squabble over drugs or girlfriends. And sometimes it's a random act by a crazed person.

Some parents and students think of schools as danger zones.

Ruben Garrote, 16, a sophomore at Florida's Coral Gables High School, says he's often afraid: "Sometimes I don't like going down certain halls," where gang members lurk.

In Los Angeles, Vickie Phillips, 36, must monitor 12-year-old daughter Jamie's wardrobe for gang colors that could make her a target for rival gangs. "You have to make sure your children don't stand on corners or wear too much red or blue. It could be your favorite color, and you can't wear it."

Recent tragedies have triggered a new round of debate about reining in school terror. Texas state Rep. Henry Cuellar this week introduced a bill that would make anyone who kills on campus eligible for the death penalty — even juveniles.

▶ Mike Pols, assistant principal at Chicago's Sullivan School, advises tough retaliation. "We put a stop to it by being overly aggressive," he says. Last week, a student was caught with a .357 Magnum in his book bag. "We had him arrested."

▶ "You need good detection, communication, response systems," says National School Safety Center's Stephens. He says constant adult supervision — in halls, parking lots, lunch rooms — has helped in many school districts.

▶ "They should do surprise searches of bags more often," says Chareda Shelton, a sophomore at Chicago's Martin Luther King High School. "You never know what you could find."

▶ Baltimore schools have had several shootings this school year, and a citizens panel recommended a dress code, safety education blitz, student contracts backing school policies. "The idea is to change the attitudes," says school spokeswoman Muriel Ashley. "We're in here for education and nothing else."

▶ "Parent involvement is the answer," says Cliff Mansfield, whose son, Guy, is a sophomore at Los Angeles' Birmingham High School. Adds Sorina: "It's a home thing. They have to have more parental concern, more church."

▶ Some parents think putting their children in private schools is the answer. "I refuse to have her around gangs," says L.A.'s Sid Dunn of her 11-year-old daughter, Carmen.

Sorina says his job is a balancing act between intimidation and protection. "We want to help them, teach them. But . . . we want the students to know — if you do it, I'm going to be about three steps away from you."

Contributing: Jeanne DeQuine, Kevin Johnson, Steven Jay

1928

School district will put up barrier to halt Carmelitos gunfire

By Robin Hinch
Staff writer

To keep flying bullets from landing on the Lindbergh Junior High School playing field, the Long Beach Unified School District has decided to build a 10-foot-high, 900-foot-long concrete block wall between the school and the adjacent Carmelitos Housing Project.

Construction of the $160,000 wall, which is being partially funded by Los Angeles County, is due to begin Monday, according to Assistant Superintendent Edward Eveland.

As recently as last Monday, Eveland said, teachers and maintenance workers heard "seven or eight rounds being fired" early in the morning from the Carmelitos neighborhood on Orange Avenue at Via Wanda. The playing field at the south end of the school, located at the corner of California Avenue and Market Street, borders the county-operated housing project.

"There were some groundsmen out on the playing field drawing lines, and they heard seven or eight rounds being fired," Eveland said. "Teachers in the bungalows heard it, too, so they brought the kids in until lunch time. By lunch it was very quiet, and they let them out in the afternoon."

He said there have been incidents of gunshots about eight times in the last two years, but

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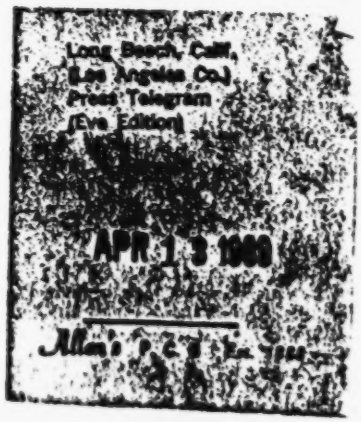

Great Wall of Lindbergh to be bu

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no one at the school has been hit or injured during school hours.

However, Board of Education member Jerry Shultz, whose 1st District includes the North Long Beach neighborhood, said he was hit by BBs fired from Carmelitos when he was touring the campus last fall and has been lobbying for the protective wall ever since.

"To me, it's sad, but we have to do it," Shultz said. "Imagine the trauma to kids of having to evacuate the P.E. field because of bullets. The P.E. teachers said that happens all the time, and they have to have their classes on the other side of the field."

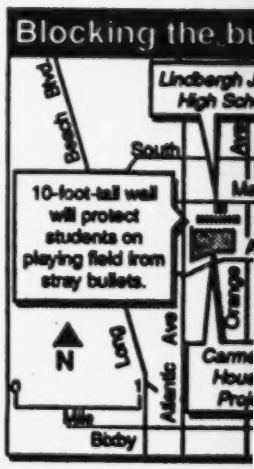
"It's a problem area," Eveland said. "Sometimes it's people acting crazy. Sometimes it's neighbors fighting. Sometimes it's gang activity. The problem's always been there."

He said he asked for the wall a year ago.

"We met with Supervisor Deane Dana's representatives and the people from Carmelitos and federal housing representatives, and they wanted to attack the problem in a different way. They wanted to try to get people to get along and not have any violence. We were asked to give them a year to do that. Within a year, we had repeats, and we said we were going to go ahead with the wall."

Fourteen-year-old Miguel Cortez, an eighth-grader at the school, says it's about time.

"The district has kept saying they would put up a wall, but they haven't even started it," he said. "Some kids are scared. And I'm worried about the sixth-graders who will be coming to Lindbergh next year. I'm not concerned for myself, because this is my last year. But parents aren't going to want to send their sixth-graders here. Lindbergh needs a wall, and the parents have to fight for it."



A Losing Fight On Violence In the Schools

New York City Students Reflect Crime on Streets

By SARAH LYALL

Klaus Bornemann, who teaches reading at Intermediate School 167 in the Bronx, says students routinely swear at him, strike him and attack one another in the halls.

Once, while he told a parent that his son had brought a knife to school, the parent pulled out a knife of his own.

"He said, 'I carry one — what's the big deal?' " said Mr. Bornemann.

"I know it sounds like the Wild West, but this is not the exception," said Mr. Bornemann, who is 44 years old and has been a teacher for 21 years. "It's the daily life, and I'm almost inured to it."

As violence grows in and around New York City schools, education officials are struggling to find ways to make students and teachers feel safe in buildings that often provide no refuge from dangerous streets.

But experts say that new security measures — including a metal-detector program in five high schools and stiffer penalties for students who attack teachers — are unlikely to have much impact at a time when teachers, principals and schools command little automatic respect.

Reflection of Street Crime

"For many youths today, there is no distinction between the school and the street," said Edward Muir, who works on school security issues at the United Federation of Teachers.

"Nothing the system can do can totally block out the problems in society," said Bruce Irushalmi, director of the board's office of school safety.

The violence is not new, but its severity is. In some schools, officials say, students bring guns and other weapons because they fear for their safety, both on the way to and inside the school. In many neighborhoods the drug trade flourishes on the outskirts of schools because the volume of students means more potential customers for dealers.

The degree of violence varies dramatically from school to school, with some schools relatively trouble-free. According to

Continued on Page B4

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statistics compiled by the teachers' union, 8 percent of the schools accounted for 41 percent of the violent incidents against teachers last year.

In the first three months of this school year, attacks on teachers rose by 18 percent over the same period the year before, the teachers' union figures show. In the last full school year, 1987-88, there were 1,916 reports of weapons possession, up from 1,495 the year before, the Board of Education says.

Principals are required to compile and report statistics on violence in their schools. But the teachers' union, which keeps its own figures of attacks against teachers, says principals underreport the figures because violence reflects badly on the school administration.

Teachers Fear Students

In each of the last two full school years, the teachers' union said, more than 2,500 crimes against teachers have been reported. In 1987-1988 the number of attacks requiring medical treatment rose by 68 percent from the 1986-87 school year.

The attacks leave many teachers afraid of their students. "We counsel them, 'Do not do to a student what you would not do to any strange kid you ran across on the street,' " Mr. Muir said. " 'Do not put your hands on them. Do not invade their airspace. Do not close off escape routes.' "

There are no statistics on how many students in the city's 1,000 public schools are attacked by other students and by intruders. But Mr. Bornemann said violence had become an accepted part of the day for the students at his school, at 1970 West Farms Road in the Tremont section of the Bronx. Many of them want to learn, he said, but are disrupted by a minority of students — about 10 percent, he said.

"The kid who demonstrates fear is raw meat," he said.

Several years ago, he said, a girl was suspended after using a razor blade to slash another girl so badly that the victim's face needed 20 stitches. The attacker said the victim had intimidated her.

Security Guards Hospitalized

Recently, Mr. Bornemann said, two 14-year-old girls got into a violent scratching fight in the cafeteria, arguing over who had first slept with a boy, and two of the school's three security guards were hospitalized after students knocked them down in the schoolyard during a brawl.

Once, Mr. Bornemann said, he took some parents over to their son's locker and showed them a meat cleaver inside. "I said, 'Does this look familiar?' " he asked. "The boy's mother said, 'Yes, it's mine.' "

Last spring the Schools Chancellor, Dr. Richard R. Green, announced that high school students who attacked school workers or carried dangerous weapons would be expelled for the rest of the school year. The Board of Education said recently that it did not have figures on how many students had been expelled under the policy.

Because of the city's system of decentralization, in which only the high schools are administered by the central Board of Education, the policy is being reviewed to see if it applies to junior high and elementary school students.

At one point Dr. Green also said he wanted to put metal detectors in all the city's schools, including elementary and junior high schools, but he scaled back his plans. A pilot program, which is costing $2.8 million this year, is being tested in five city high schools.

The program, in which a special security task force visits the five high schools on a rotating schedule and confiscates weapons found with hand-held detectors, has been successful so far, the principals of several of the schools say. At William E. Grady High School in the Sheepshead Bay section of Brooklyn, the principal, Stevan R. Peters, said the program had run smoothly, with few students protesting and no unduly long backups in the morning.

No guns have turned up in any of the five schools, and officials say students are being dissuaded from carrying them. Most of the 200 or so weapons that have been recovered by the task force have been found near the five schools, apparently dropped by students who "checked their weapons at the door" when they saw the metal detectors.

"We've found lots of knives, box cutters and razors, the kinds of things kids say it makes them feel secure to bring," Mr. Irushalmi said. While most such objects are not illegal, students are forbidden to take them to school. Many students who do say they carry them for self-defense.

The task force also patrol the perimeters of nearby schools.

Next year the metal detector program is to be expanded to 10 other high schools schools, with up to 100 schools receiving the outside patrols.

Tough Response Supported

Many officials support the metal detector program, saying that tough measures are needed to handle tough students in a society where guns are a way of life.

"If we can't insure at least inside a school building or a schoolyard that there is still safety from the chaos of the streets, then I fear for the future of our whole society," said Sandra Feldman, president of the teachers' union.

"The public need has long since overcome the objections of civil libertarians," said a City Council member, Herbert E. Berman, a Brooklyn Democrat who is chairman of the Council's Education Committee. "People in school have to be able to go into an arena of safety. The metal detector program should be dramatically expanded."

But Jan Atwell, vice president of the city's United Parents Association, said students should not be automatically treated like "convicts." Instead, she said, schools should teach safety and civics, to make the point that violence does not have to be a way of life, and only use metal detectors as a last resort.

The Board of Education is also responsible for the 2,200 full-time se-

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curity officers assigned to the city's schools. Every junior high and high school, and half the elementary schools, have at least one security guard, and the most troubled schools have several. The board has asked for money in next year's budget to install a guard in every school.

The guards, who wear uniforms but are unarmed, check identification at the door and help maintain order within their school buildings. They rarely leave the buildings for the streets, where much of the violence and most of the drug dealing take place.

"The police have the responsibility on the streets," said a board spokesman, Robert H. Terte.

Educators say that even with a student population that tends to be unruly, administrators can make the difference between effective and lax security at a school.

At Park West High School in the Clinton section of Manhattan, the principal, Richard Ross, said a new get-tough policy had begun to stem the violence that drew widespread publicity to the school last year.

"I've made it clear that if you're going to engage in that type of activity, you're going to be arrested, you're going to be suspended, you're going to be dealt with by the criminal justice system," he said.

"We're past the stage where we fly the flag and the kids jump to attention," Mr. Ross said. "There is no such thing as a figure of authority."

But officials say that in some of the city's schools, there is not much anyone can do to turn things around. Mr. Muir told of a recent incident at a junior high school in Brooklyn that, while not the most severe example, reflected the attitude at many schools.

"The principal sees one student being beaten up by a high school student," Mr. Muir said. "He gets up, puts on his jacket, and goes outside and intervenes. The youngster says, 'Who are you?' He says, 'I'm the principal.' The youngster punches the principal and knocks him to the ground."

"Society is making its way into the schools," Mr. Irushalmi said, "and this is the ugly part."

urity guard searching a student as he entered William E. Grady High School in Brooklyn. The guards urt of a mobile task force that visits five high schools being tested on a rotating schedule.

Students being searched by security guards using metal detectors as they entered William E. Grady High School in the She head Bay section of Brooklyn. Schools Chancellor Richard R. Green has made school security a top priority.

BEHIND LOCKED DOORS

Jersey urban, suburban schools more security conscious

By KINGA BOBONDY

Open door policies at schools around the state are a thing of the past as districts implement security measures to keep trespassers outside and the state's more than 1 million public school students inside.

The controls range from simple locked doors and in-staff hall monitors to sophisticated magnetic door locks and uniformed security guards, depending on the district and the student population.

Urban Newark, the state's largest school district, spends $3 million a year on security measures, while Somerville, also classified as an urban district by the state, spends next to nothing, only alerting its staff to watch for strangers entering and wandering around the building.

Edison, with 19,500 students, spends about $100,000 a year on the security guards it posts in the hallways and parking lots of its two high schools. East Orange, with 12,500 students in 17 schools, spends about $575,000 a year to post guards in all its buildings and maintain alarms in its structures.

Howell, with 4,800 students in grades kindergarten through eighth, implemented a security program to cut down on a severe vandalism problem that mushroomed in the 1970s. The district employs a special police officer endowed with the power of arrest to patrol the district's eight schools.

Security has always been an issue in the schools, said Seymour Weiss, director of the state Department of Education Bureau of Controversies and Disputes.

"But there is a greater focus now because of incidents with missing and kidnaped children and gunplay in the schools," Weiss said, refering to an incident in California where five elementary school children were gunned down by a stranger during recess.

School districts are required by state law to have rules and regulations pertaining to the safety of the students in the district, Weiss said.

Many districts seem to employ the security personnel to keep trespassers out of the buildings, particularly at the high schools. While people aren't clamoring to get into the buildings, trespassers intrude for any number of reasons, "from the sublime to the ridiculous," Weiss said.

A teenager from a different district may be visiting his girlfriend, rival high school students may be thinking of playing a prank or the reason may be more nefarious, he explained.

"Most districts require visitors to sign in at the central office," Weiss said, adding that schools seem to be designed architecturally to direct the flow of traffic in that direction.

In Newark, the district employs close to 1,000 uniformed security guards who are posted in every building.

The guards are there to provide at least an illusion of control so the atmosphere in the buildings can become conducive to learning, said Charles Bell, president of the Newark Board of Education.

"The problems in Newark's schools are the same as the problems in the city," Bell said. "I'm not so naive as to believe there are no weapons in the schools. If the young people are packing pieces on the street, they are packing in school."

Officials in other urban districts around the state claim their posted guards and security monitors are hired more to control traffic flow and help strangers than to keep watch over the students.

Photo by Wally Nemeth

Charlotte Marshall patrols the Ashland School in East Orange

In Edison, Superintendent of Schools Charles A. Boyle, said the district—which lies in the highway corridor between New York and Philadelphia—employs security guards only to protect its students from intruders and posts them in the parking lots and hallways of the bigger schools.

"We feel we can control our own children, but we want to protect them from intruders," Boyle said. The guards protect against potential troublemakers—people going to the schools to sell drugs, beat students up or just cause problems in general.

The district spends an estimated $100,000 on security, including the installation and maintenance of alarm systems in all the buildings that protect the audio-visual equipment, computers and other teaching tools.

"Our biggest problem could be the wanton destruction of property or burglaries," Boyle said.

Howell spends about $24,000 for its special police officer, Carlton Gordon, who was trained at the Monmouth County Police Academy, said Herbert Massa, assistant superintendent.

"We were experiencing tremendous vandalism in the 1970s with glass breakage, fires set and other problems," Massa said. The new security measures have nipped the problem in the bud.

While the officer does have the power of arrest, he doesn't carry a weapon. "If there is a need for weapons, we will call the police," Massa said.

Somerville, classified as urban by the state because of the housing density and the availability of affordable housing, does not hire security monitors or guards, said Richard Williams, the director of instruction for the district.

"There is no need to observe student behavior in the halls," Williams said, explaining that many students are third and fourth generation Somerville students. "Their parents feel they spend enough of their hard earned money in taxes to maintain the schools and don't want their kids beating them up."

The district takes "normal" secu-

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rity precautions of locking all but one set of access doors at its schools and asks the teachers and staff to be alert for strangers, Williams said. Those are escorted to the principal's office, he added.

In the high school, teachers and administrators are requested to monitor the students in the hallways between classes. Teachers are also assigned to hall duty when they are not teaching, with a minimum of one teacher in the hallway at all times, Williams said.

"We don't feel we need security, just normal precautions," Williams explained. "We don't want to have people coming in off the street and just wandering around."

While alarms have been installed in the buildings to protect against breaks, the district does not have a problem with vandalism or burglary. "Last year's vandalism bill came to $56 for broken glass," Williams bragged.

In nearby Morristown/Morris Township, the only mixed urban/suburban district in the state, security in all schools starts with the locking of exterior doors and installing alarms in all the buildings, said Lee Pisauro, the district's deputy superintendent of schools.

In addition to locking its doors, Morristown employs six or seven security monitors who are posted at the high school. Their job is to question visitors to the building, direct them to the main office and ensure the 1,450 students get to their classes, Pisauro said.

"The security monitors are there to make sure the kids don't get lost in the building," Pisauro said. "We also want to keep the inmates in and the outmates out."

The district started hiring the monitors about eight years ago, when there were two high schools, Pisauro said. The employees are not armed, nor do they wear a uniform, Pisauro said, adding they can be recognized only by the two-way radios they carry.

Bernards Township takes precautionary measures against intruders in its schools by locking doors and alerting its staff to direct all strangers to the district's central office before allowing them to enter any of the schools.

"There are enough stories about people entering buildings" to warrant taking precautionary measures against problems, said Harry Evans, the district assistant superintendent.

In addition to the locked doors and alerted teachers and staff, special hallway monitors at the high school direct students to where they are supposed to be and keep an eye out for visitors.

"We want to control the flow of traffic," Evans said. Attendance is taken daily and absentees are pursued by teachers, counselors and the principal.

On the lower school levels, the students' departures are monitored by teachers. Unexpected parental visits and pickups of children must all be cleared through the central office, he said.

"The teachers almost walk the children onto the buses," Evans said, explaining the school is responsible for ensuring the children return home safely.

When there is a problem, the school notifies the police, and "they are quick to respond," Evans said, adding law officers keep an eye on the school property, check unfamiliar cars parked in the lot and suspicious persons in the area.

"We're not guarding against one thing in particular, we're keeping on our toes in general," Evans explained.

While Newark's schools, with uniformed guards and routine searches for weapons, can seem like battlefields, East Orange, a neighboring urban community that shares Newark's socio-economic profile and problems, echoes the claims of more suburban districts.

"The uniformed guards are there to ensure there are no trespassers, they assist strangers in the halls and make sure all the doors except the main one near the office stay closed throughout the day," said Carmen Restaino, administrative assistant to the superintendent.

The district's biggest problem is educating its students about the need for security. "We teach them not to open the doors, not to let outsiders in," Restaino said, adding that students are even discouraged from letting in their classmates or their classmates' parents.

Student identification techniques in the district quickly single out strangers to the buildings, Restaino said, refusing to describe the techniques.

The 17 schools, including two high schools, are patroled by guards on a 24-hour basis. The dispatcher system is augmented by "electronic sensors," although Restaino said the district "doesn't have that much of a problem with break-ins."

Newark's security force also patrols the buildings during off-hours and weekends, keeping in close contact with a central dispatcher and the police department. Bell credits a decline in burglaries and vandalism to the guards' presence and a sophisticated alarm system.

In the district's fight against crime in the schools, Newark is installing centrally-controlled magnetic door locks in its schools, Bell said. The locks eliminate the panic bars that allow students to open the doors. When installed, the doors can only be unlocked from the central office during an emergency.

Bell, an advocate of metal detectors, is alone in his drive to install the devices which he believes can save lives.

The same youths stealing cars in the streets, dealing drugs and carrying guns are going to Newark's schools, Bell said. Lacking metal detectors, the guards routinely "shakedown" the students when they learn someone is armed or see signs of trouble.

Bell said the best defense against crime in the schools is the involvement of parents and the community in the system.

"We have to clean our own backyard, use drastic means to send the message that we live here, our families live here and we will not tolerate the drugs and violence in our city," Bell said. "The best thing about community and parental involvement is that it doesn't cost us a thing."

Arnold Tversky, Dover's district superintendent said his schools are "not in a spirit of a large New York urban setting.

"We don't have an airport security system," he said, referring to the metal detectors Bell wants installed in Newark and routine searches of students for weapons and drugs.

Tversky said the district employs a director of security, a retired New York City policeman. The guard monitors the parking areas for unusual activity and the school hallways throughout the district.

The security officer spends most of his time in the high school and maintains a good relationship with the police who assist the district in everything from emergencies to routine license plate checks.

Any unusual activity noticed by the security director or other school staff is then investigated, Tversky said.

In the Freehold Regional High School District, the state's largest high school district, one security guard is posted in each of the five high schools and custodians are also trained in security procedures to supplement the guards when needed, said Ernest Bohn district custodial supervisor.

"We don't allow strangers to walk freely around our buildings," Bohn said. There has been no trouble with students coming to school armed "that I'm aware of."

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Student Held After Explosion at Newbury Park School

By MICHAEL CONNELLY, *Times Staff Writer*

A 14-year-old Newbury Park High School student was arrested Friday after a pipe bomb exploded in a school restroom, and a search by authorities turned up four more bombs in school lockers, the Ventura County Sheriff's Department reported.

No one was injured in the 10:44 a.m. blast. About 1,600 students were evacuated while a sheriff's bomb squad searched the school in the 400 block of North Reino Road.

Deputies said the 14-year-old student admitted making the bombs and was arrested on suspicion of possession and detonation of an explosive device. "We don't have any motive," Sgt. Will Howe said.

"Fortunately, the majority of the students were in an assembly for the football homecoming, and so there were no injuries when the explosion occurred," Howe said. The homecoming celebration went on as planned.

After the explosion, school administrators called the Sheriff's Department and were instructed to evacuate the school until it could be searched. Students were herded from the rally in the school auditorium onto the football field. Officials later dismissed classes for the day.

'Total Panic'

"We came out and were going to class when some people started saying there was a bomb," said 17-year-old student Terri Polkinghorne. "They told us to run to the football field. Everyone scattered. It was a total panic. All these people were running around. People were jumping over fences."

A classmate, Stephanie Muzzonigro, 17, said most students had not heard the blast. "A lot of people were shocked that there was a real bomb at our school," she said.

The bomb was powerful enough to destroy a urinal but did little other damage. The four other bombs were made with plastic sprinkler-type pipe and one had a sprinkler head attached, deputies said.

The recovered bombs were not set to explode, How said. "It was not a booby-trap-type of thing."

Authorities declined to say what explosive material was used. "They are definitely pipe bombs, but I can't say how powerful," Howe said.

The student who made the bombs was identified through witnesses and other information deputies and administrators obtained from students, Howe said. Deputies were still investigating whether other students were keeping the bombs in their lockers or whether they had been placed there by the student who made them.

"We have one student being detained, and he appears to be the only suspect at this time," Howe said. "Evidently, this guy is the prime mover. Whether or not there are other kids involved, this is the guy who made them."

Authorities searched about 1,400 lockers after the boy acknowledged making the bomb that exploded and told investigators that there were others, Howe said.

"He pointed out lockers where the bombs were," Howe said. "He was right on some and wrong on others. We didn't know if we could trust him, so we searched. . . . We are convinced that is all there is."

The boy was released to his parents, deputies said.

"This was an act of vandalism, not a prank," Assistant Principal Bill Manzer said. "It would seem that since they had them on campus, they were going to do something on campus."

However, Manzer said there were no problems among students that the administration was aware of.

"The only unrest on this campus was that today was our homecoming," he said.

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Security now a must subject for school officials

By Jerry Shnay

John Hansen loves his job at Proviso West High School.

Each day, the 1968 graduate returns to the Hillside school "where I spent the best four years of my life." His workday starts in the cafeteria around 7:30 a.m. and he usually leaves around 3:30 p.m. after cleaning up his office desk.

Hansen wears khaki dress pants, a brown short-sleeve shirt and a brown tie. He also wears a Hillside Police Department badge and a gun that he hides on his body—"just in case."

Hansen, a 15-year police veteran, is one of many officers now working in Chicago-area high schools. Their job, in a nutshell, is to help schools keep order in what some authorities believe is an increasingly disorderly world.

There was a time when Labor Day weekend, the traditional end of summer, meant buying notebooks and pencils and thinking of what to wear the first day of school. For teachers, it meant putting the final touches on bulletin boards and lesson plans.

But the opening of school now also is a time for locking doors and positioning hall guards. Gang colors have replaced school colors, earrings have supplanted class rings and drugs in sandwich bags are part of the lunch hour.

Security is rapidly becoming part of the curriculum.

In Joliet, officials have added two golf-cart type vehicles to help an 18-man security force patrol two high school campuses. Bloom Township High School in Chicago Heights locks all but two doors during the day.

And despite the disapproval of principal Robert Milano, Hansen carries a gun in keeping with Hillside Police Department rules.

The area schools are representative of a growing national trend. Nationwide, the need for increased security in high schools is going to be a permanant part of the 1990s, educators predict.

"It is not unreasonable or unresponsive to have fences around schools with access points in the future," said Stuart Greenbaum, spokesman for the federally funded National School Safety Center in Encino, Calif. "The real bottom line here is that, if crime is receding or increasing, it is a reflection on the community.

"And that shows up in the

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schools."

The size of the problem nationwide is debatable. But Robert Rubel, director of the National Alliance for Safe Schools, in Silver Spring, Md., said it's clear that for many schools the problem is worsening.

"We're growing more tolerant of unruly behavior," he said. "What was absolutely, unquestionably unthinkable in the 1950s and 1960s is shrugged off in today's schools."

But John Burton, coordinator of child welfare and attendance for San Bernardino County in California and an authority on school safety programs in the state, noted: "I suspect schools are less safe than they have been in the past, but they are usually safer than the surrounding community."

Nevertheless, Burton added: "If there is a drug problem in the community, it comes onto the campus. ... It's like a bucket with a hole in it surrounded by water. Sooner or later water gets into the bucket."

Joliet Schools Supt. Reginald Rolin said: "We must provide a safe environment here. We have not had public pressure to do anything, but look at what's happening in America with increases in street gangs and crazy people walking around."

Nolin said the Joliet security personnel, neatly dressed in matching blazers and slacks, are there to be positive.

"We want them to be highly visible and image-building," he said. "They are here to help the kids."

High school guards are either police officers trained in liaison work with schools or adults hired to serve as designated hall monitors.

Of the 1,000 staffers who work for George Sims, security chief for the Chicago Public Schools, between 600 and 800 are out-of-uniform police officers or former officers. That includes 50 uniformed officers assigned to maintain order in various schools four hours a day.

"But we need to reallocate our staff," said Sims, a Chicago police officer for 35 years. "Shifting populations and changing gang problems impact schools differently, and right now our people were assigned on the basis of formulas that don't make much sense now."

Yet there are limits for even the most security-minded school official, Sims said.

"You can't put locks on all the doors and bars on the windows. I believe what the 4th Amendment says about unreasonable search. I've heard of places like New York and Detroit where they use guard dogs and metal detectors. That doesn't work. That money could be better spent for quality education."

Yet schools would rather be safe than sorry.

Homewood-Flossmoor High School, for example, has no serious security problems, but it still locks all but 6 of its 34 school entrances.

"Yes, this could be overreaction," conceded principal Charles Smith. "But if you don't do anything and something happens, you look like a jerk."

On the other hand, officials point out that even locking all the doors won't keep out a determined intruder—and it just might create an unwanted fortress mentality in the school.

"What's the message you send kids if you toughen up the schools and lock the doors?" asked Rubel, of the Alliance for Safe Schools. "We tell them that the adults are scared and powerless. And that's not the message that should get out."

NEWS CHRONICLE (Thousand Oaks, CA) 8-30-89

HOLLY McFARLAND/News Chronicle

During a role-playing workshop session, Leslie Seifert-De Los Santos drives back Richard Jenkins, right, trying to approach Tom Mayer who plays an injured victim in a simulated classroom situation during Tuesday's crisis intervention workshop at Moorpark Memorial High School.

Teachers are given a lesson in classroom emergency techniques

By MARINA O'NEILL
News Chronicle

MOORPARK — "Do you want to talk about this?" Tom, a troubled teen, shouts at his teacher before slashing his wrist with a razor blade while his classmates watch in horror.

How does his teacher respond?

Who should be called? And after help arrives, what should be done to lessen the trauma of other students in the class?

"Tom" is a fictional character and the above scenario was presented as a skit to help teachers develop strategies to deal with classroom emergencies as part of the Moorpark Unified School District's crisis intervention workshop Tuesday.

The daylong workshop, the first of its kind in the school district, was held at Moorpark Memorial High School and about 30 district teachers, counselors and administrators

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☐ Teachers

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attended. Some of the attendees cut short their vacations to be there.

"It's real risky — it's the first time," said Leslie Seifert-De Los Santos, assistant principal at Mountain Meadows School and one of the workshop's organizers. "It (the workshop) grew out of a need. Our community is growing and changing."

The workshop's goal was "to give people the tools to work with in a crisis situation," Seifert-De Los Santos said.

Individual schools face one or two situations a year that could be termed a crisis, including drug trafficking, suicide attempts or the death of a classmate, said Richard Jenkins, a district psychologist who helped organize the presentation.

Tuesday's workshop grew out of an effort by the district's student support group to identify and implement strategies for crisis intervention in the classroom. Some 16 representatives from the district's high school, middle school and elementary schools formed the group.

As a result of the group's efforts, crisis intervention teams will be in place at each of Moorpark's schools when classes begin Tuesday, and teachers will have a crisis intervention manual to guide them through classroom emergencies and head off potentially explosive situations, Jenkins and Seifert-De Los Santos said.

The Conejo Valley Unified School District has a similar approach with a district crisis team whose members could be called into individual schools. The Oak Park and Las Virgenes unified school districts have district psychologists, rather than a crisis team, who could be called for advice in an emergency.

"I think we struck a chord," Jenkins said. "We see the manual and we see the crisis team as an evolving situation, we want it to get better and better."

Under the plan, the crisis team would be called together in an emergency to form a plan of action, contact parents and the public and provide counseling to students. After the crisis had passed, the team would track the counseling progress of affected students, making outside referrals when necessary, Jenkins said.

Last year, the then-new student support group helped Mountain Meadows teacher Barbara D'Agati explain the death of a student to her second-grade class.

"It really made a big difference for me," D'Agati said Tuesday. "I didn't know how I was going to handle it with the kids."